

# **District Level Performance Descriptors for Kentucky's Standards and Indicators for School Improvement**



Kentucky Department of Education  
Fall 2004

## PREFACE

This publication is one of a number of tools available to help districts forge a path leading to success. This tool is intended to work in conjunction with Kentucky's *Standards and Indicators for School Improvement*. Together, these two documents allow districts to identify opportunities for improvement and provide guidance for maximizing those opportunities through planning and the development of the district improvement plan.

Another version of this document, the School Level Performance Descriptors booklet, is available for use by school personnel as they develop and support improvement goals school by school.

To order copies of either version of the Performance Descriptors or the Standards and Indicators for School Improvement, visit the Kentucky Department of Education Online Bookstore at <http://www.education.ky.gov/KDE/HomePageRepository/Publications/KDE+Bookstore.htm>, or call (502) 564-3421.

***NOTE:*** *Only 55 of the 88 indicators of the Standards and Indicators for School Improvement are used in the assessment of district accountability. Therefore, this document begins with indicator 1.1b.*

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STANDARDS AND INDICATORS FOR SCHOOL IMPROVEMENT  
For Purposes of District Accountability

**ACADEMIC PERFORMANCE STANDARD 1 – CURRICULUM**

**Standard 1: The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.**

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<b>1.1b</b> <b>The district initiates and facilitates discussions among schools regarding curriculum standards to ensure they are clearly articulated across all levels (P-12).</b>  <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> <li>• State and local curriculum documents</li> <li>• School and district staff member interviews</li> <li>• Documentation of professional development days/release time</li> <li>• Curriculum committee meeting minutes</li> <li>• Local board of education policies</li> <li>• Local board of education meeting agenda and minutes</li> <li>• Agenda/plans for joint local board of education-school council discussions</li> <li>• Scholastic audit/review reports</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b> <ul style="list-style-type: none"> <li>• The district provides multiple forms of support (e.g., extended employment, expert consultants, research materials) for schools to maintain district-wide discussions by grade level across content areas to ensure state and local curriculum standards are articulated throughout the district.</li> <li>• The district provides multiple forms of support (e.g., extended employment, expert consultants, research materials) for schools to maintain district-wide discussions throughout all grade levels within each content area to ensure state and local curriculum standards are articulated throughout the district.</li> <li>• The district involves the community to provide resources necessary for schools to align the curriculum to state and local standards.</li> <li>• District staff members actively collaborate with school councils to ensure that the curriculum emphasizes the connections among Kentucky’s Core Content for Assessment, <i>Transformations</i> and the <i>Program of Studies</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The district initiates and facilitates sustained discussion by grade level across content areas (horizontal articulation) in a systematic process to ensure state and local curriculum standards are articulated and illustrated within student work. The process is communicated to schools and councils to ensure full implementation.</b></li> <li>• <b>The district initiates and facilitates sustained discussion throughout all grade levels within each content area (vertical articulation) in a systematic process to ensure state and local curriculum standards are articulated and illustrated within student work. The process is communicated to schools and councils to ensure full implementation.</b></li> <li>• <b>The district provides the people, time and/or money necessary for schools to align the curriculum to state and local standards.</b></li> <li>• <b>District staff members review the curriculum to ensure that curricular connections exist among Kentucky’s Core Content for Assessment, <i>Transformations</i> and the <i>Program of Studies</i> and advise school councils on any identified deficiencies.</b></li> </ul>	<ul style="list-style-type: none"> <li>• The district occasionally initiates discussion by grade level across content areas to address state and local curriculum standards, but the effort is not sustained.</li> <li>• The district occasionally initiates discussion throughout grade levels within content areas to address state and local curriculum standards, but the effort is not sustained.</li> <li>• The district provides limited resources to support school efforts to align the curriculum to state and local standards.</li> <li>• District staff members review the curriculum for the connections among Kentucky’s Core Content for Assessment, <i>Transformations</i> and the <i>Program of Studies</i> but do not always provide feedback to or follow-up for the schools.</li> </ul>	<ul style="list-style-type: none"> <li>• The district does not formally initiate discussion on horizontal articulation.</li> <li>• The district does not formally initiate discussion on vertical articulation.</li> <li>• The district provides no resources to support school efforts to align the curriculum to state and local standards.</li> <li>• District staff members do not review the curriculum.</li> </ul>

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<p><b>1.1c</b> <b>The district initiates and facilitates discussions between schools in the district in order to eliminate unnecessary overlaps and close gaps.</b></p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"><li>• District curriculum documents and curriculum maps</li><li>• Curriculum committee meeting minutes</li><li>• Documentation of professional days/release time</li><li>• Local board of education policies and meeting minutes</li><li>• Local board of education member, district staff member and school staff member interviews</li><li>• Kentucky Performance Report</li><li>• Scholastic audit/review reports</li></ul>	<p><b>Meets criteria for a rating of “3” on this indicator plus:</b></p> <ul style="list-style-type: none"><li>• The district process includes scheduled, structured communications among and between schools to prevent or address overlaps and gaps. District leadership provides support and follow-up to ensure implementation of the policy.</li></ul>	<ul style="list-style-type: none"><li>• <b>The local board of education (in consultation with schools) has adopted policy and district leadership develops, communicates and fully implements a systematic process, based on state and local standards, to eliminate unintentional curricular overlaps. The process is reviewed, monitored and revised for school improvement efficacy.</b></li></ul>	<ul style="list-style-type: none"><li>• The district has developed, but has not fully implemented, a process to eliminate unintentional curricular overlaps.</li></ul>	<ul style="list-style-type: none"><li>• The district makes no attempt to reduce unintentional curricular overlaps.</li></ul>

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<b>1.1d</b> <b>There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and middle to high).</b>  <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> <li>• Comprehensive district improvement plan</li> <li>• District and school staff member interviews</li> <li>• Curriculum committee meeting minutes</li> <li>• Scholastic audit/review reports</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b> <ul style="list-style-type: none"> <li>• The district provides equitable resources (e.g., stipends, substitutes, materials, transportation) to ensure successful transition planning for all students in all schools throughout the district and with other institutions.</li> <li>• The district regularly monitors and provides assistance to the schools for the identification of key curriculum transition points (both grade and developmental aspects), facilitating the transition in a systematic and planned manner.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The district systematically facilitates discussion within (e.g., from primary to 4/5, from grade 9 to grade 10) and between (e.g., from elementary to middle school, from middle school to high school) schools to identify key curriculum transition points. The process is fully developed, communicated and implemented.</b></li> <li>• <b>The district regularly monitors the identification of key curriculum transition points between and among building levels (e.g., from elementary to middle school) and within the building (e.g., from primary to 4/5, from grade 9 to 10).</b></li> </ul>	<ul style="list-style-type: none"> <li>• The district occasionally facilitates discussion within and between schools to address key curriculum transition points, but the process is not systematic.</li> <li>• The district monitors the identification of key curriculum transition points between and among building levels or within the building, but the effort is not sustained.</li> </ul>	<ul style="list-style-type: none"> <li>• The district does not facilitate discussion within or between schools to identify key curriculum transition points.</li> <li>• The district does not monitor the identification of curriculum transition points between and among building levels or within the building.</li> </ul>

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<b>1.1f</b> <b>There is in place a systematic process for monitoring, evaluating and reviewing the curriculum.</b>  <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> <li>Local board of education policies and meeting agenda and minutes</li> <li>Comprehensive district improvement plan</li> <li>Curriculum committee meeting agenda and minutes</li> <li>District staff member interviews</li> <li>Kentucky Performance Report</li> <li>Scholastic audit/review reports</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b> <ul style="list-style-type: none"> <li>The local board of education analyzes student performance data and reviews their policies and procedures to make data-informed curricular improvement decisions.</li> <li>The district initiates collaboration among schools within the district to ensure implementation, monitoring, evaluation and revision (as needed) of the aligned curriculum and to ensure that school staff members are cognizant of the most up-to-date curricular trends.</li> <li>The district leadership, the district curriculum committee and ad hoc committees collaborate to conduct extensive research and study of curricular issues to proactively prepare for the future curricular needs of the district.</li> </ul>	<ul style="list-style-type: none"> <li><b>The local board of education has written policies and district leadership has implemented procedures to address curriculum issues (e.g., curriculum development, alignment, and revision; vertical and horizontal articulation; key transition points).</b></li> <li><b>The district has a systematic process for reviewing and revising the curriculum. The process is communicated to schools and councils to ensure full implementation.</b></li> <li><b>The district has a curriculum committee that meets regularly and evaluates, monitors and makes recommendations for revision of the curriculum as needed, based on multiple factors (e.g., local and state standards, student performance on classroom and state assessments, student academic needs defined by other sources).</b></li> </ul>	<ul style="list-style-type: none"> <li>The local board of education has policies or procedures to address curriculum issues, but they are not always fully implemented.</li> <li>The district has a process for curriculum review and revision, but it is not always fully communicated to ensure school level implementation.</li> <li>The district curriculum committee monitors and recommends revision of the curriculum based on a single or irrelevant indicator(s) of student performance.</li> </ul>	<ul style="list-style-type: none"> <li>The local board of education does not have policies or procedures to address curriculum issues.</li> <li>The district does not have a process for reviewing and/or revising the curriculum.</li> <li>The district does not have a curriculum committee, or the existing committee never meets.</li> </ul>

## ACADEMIC PERFORMANCE STANDARD 2 – CLASSROOM EVALUATION/ASSESSMENT

**Standard 2: The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.**

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<b>2.1g</b> <b>Implementation of the state-required Assessment and Accountability Program is coordinated by school and district leadership.</b>  <u><b>Examples of Supporting Evidence:</b></u> <ul style="list-style-type: none"> <li>• Local board of education policies</li> <li>• Testing schedules</li> <li>• Examples of communications about the state assessment</li> <li>• Staff member, student and parent/ family member interviews</li> <li>• District assessment committee meeting agenda and minutes</li> <li>• Notices to media/community groups</li> <li>• School/district report cards</li> <li>• Scholastic audit/review reports</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b> <ul style="list-style-type: none"> <li>• District leadership has a process for ongoing monitoring of and assistance for the ethical administration of the state’s assessment and accountability system.</li> <li>• The district monitors the implementation of the policies and operational procedures that address the state’s assessment and accountability system.</li> <li>• District leadership supports teachers/ schools in their efforts to seamlessly integrate the use of assessment accommodations for individual students into the instructional program of eligible students.</li> <li>• The district solicits feedback from community stakeholders as to the extent to which their process adequately communicates the purposes and requirements of the state’s assessment and accountability program and makes modifications to the process as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>District leadership provides training on the administration of and ethics procedures for the state assessment program (e.g., testing practices, testing schedule, inclusion of special populations) for all persons involved in the process.</b></li> <li>• <b>The local school board adopts policies and district leadership implements operational procedures that address the state’s assessment and accountability system.</b></li> <li>• <b>Assessment accommodations for individual students follow state regulations.</b></li> <li>• <b>The district implements a process that facilitates two-way communication of the purposes and requirements of the state’s assessment and accountability system with all appropriate stakeholders.</b></li> </ul>	<ul style="list-style-type: none"> <li>• District leadership conducts a meeting with test administrators and provides copies of administrative and ethics procedures for the state assessment program.</li> <li>• The local school board addresses the state’s assessment and accountability system in their policies or operational procedures, but they are not implemented.</li> <li>• Assessment accommodations for individual students do not always follow state regulations.</li> <li>• The district communicates the purposes and requirements of the state’s assessment and accountability system to appropriate stakeholders, but the effort is not intentional.</li> </ul>	<ul style="list-style-type: none"> <li>• District leadership distributes copies of administration and ethics procedures of the state assessment program to the staff.</li> <li>• The local school board does not have policies or operational procedures that address the state’s assessment and accountability system.</li> <li>• Assessment accommodations for individual students are not provided or are provided for ineligible students.</li> <li>• No communication process exists between district and school about the state’s assessment and accountability system.</li> </ul>



## ACADEMIC PERFORMANCE STANDARD 3 – INSTRUCTION

**Standard 3: The school’s instructional program actively engages all students by using effective, varied and research-based practices to improve student academic performance.**

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<b>3.1d</b> <b>Teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.</b>  <u><b>Examples of Supporting Evidence:</b></u> <ul style="list-style-type: none"> <li>Local Educator Assignment Data report</li> <li>School master schedules</li> <li>Numbers of staffing waivers, emergency certifications, job postings, 100 day contracts</li> <li>List of staff certifications</li> <li>Comprehensive district improvement plan</li> <li>District and school staff member interviews</li> <li>Scholastic audit/review reports</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b> <ul style="list-style-type: none"> <li>The local board of education and district leadership assists school leadership in their efforts to recruit and provide financial incentives to retain teachers who are either already National Board certified or who agree to immediately seek such certification.</li> <li>Teachers and administrators in all schools collaborate within and across schools in a professional development program, including coaching and mentoring, that updates their content knowledge and current professional practices to challenge and motivate students to high levels of learning.</li> <li>The district employs one or more National Board Certified teachers or teachers with another form of professional recognition, and the district provides continuous compensation.</li> <li>The district implements a process to assess the content knowledge and communication skills (e.g., technology use, transcripts, certification, professional development training) of all applicants. The district recruitment and/or application procedure places emphasis on the possession and effective use of content knowledge and communication skills.</li> </ul>	<ul style="list-style-type: none"> <li><b>The district leadership intentionally recruits and retains a diverse staff of highly qualified personnel certified to teach in their assigned areas and/or grade levels.</b></li> <li><b>All teachers participate in sustained, classroom-focused professional development that updates their content knowledge and current professional practices to challenge and motivate students to high levels of learning.</b></li> <li><b>The district encourages and supports teachers in obtaining National Board Certification and other forms of professional recognition.</b></li> <li><b>The district implements a process to assess the content knowledge and communication skills (e.g., technology use, transcripts, certification, professional training) of all applicants.</b></li> </ul>	<ul style="list-style-type: none"> <li>The district leadership recruits personnel certified to teach in their assigned areas and/or grade levels, but recruitment is not intentionally focused on hiring and retaining a diverse and highly qualified professional staff.</li> <li>Teachers participate in the required hours of professional development, but the professional development does not always update their content knowledge.</li> <li>The district informs teachers of National Board Certification and other forms of professional recognition.</li> <li>The district does a credential review of applicants, but conducts only a cursory evaluation of their communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>The district leadership does not recruit personnel who are certified to teach in their assigned areas or grade levels and/or many teachers are not appropriately certified.</li> <li>Teachers do not participate in professional development that updates their content knowledge and professional practices.</li> <li>The district does not inform teachers of National Board Certification and other forms of professional recognition.</li> <li>The district does not review the credentials, content knowledge or communication skills of applicants.</li> </ul>

## LEARNING ENVIRONMENT STANDARD 4 – SCHOOL CULTURE

**Standard 4: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.**

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<b>4.1a</b> <b>There is leadership support for a safe, orderly, and equitable learning environment (e.g., culture audits/school opinion surveys).</b>  <u><b>Examples of Supporting Evidence:</b></u> <ul style="list-style-type: none"> <li>• District safety plan</li> <li>• Comprehensive district improvement plan</li> <li>• Local board of education policies and meeting agenda and minutes</li> <li>• District and school staff member, student and parent/family member interviews</li> <li>• Perception surveys</li> <li>• Building blueprints and inspection reports</li> <li>• Staff and student handbooks</li> <li>• List of community partners</li> <li>• Discipline infraction records</li> <li>• Attendance records</li> <li>• Accident reports</li> <li>• Center for School Safety assessment summary reports</li> <li>• Culture/climate audits</li> <li>• Scholastic audit/review reports</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b> <ul style="list-style-type: none"> <li>• District leadership collaborates with representatives from the schools, the communities and other stakeholder groups to establish and implement policies that ensure a safe, healthy, orderly and equitable learning environment.</li> <li>• District and school leadership regularly conduct joint walkthroughs of the school to collect ongoing data concerning the learning environment and establish a feedback loop on safety, health, order and equity issues.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The local board of education adopts effective policies to provide safe, healthy, orderly and equitable learning environments, and district leadership supports school leadership in the implementation of board of education and school council policies.</b></li> <li>• <b>Learning environment data are regularly collected through various means (e.g., culture/climate audits, opinion surveys) and analyzed for use in district-wide planning and decision-making to provide a safe, healthy, orderly and equitable learning environment.</b></li> </ul>	<ul style="list-style-type: none"> <li>• The local board of education adopts policies to provide safe, healthy, orderly and equitable learning environments, but the district leadership provides limited support to school leadership in the implementation of local board of education and/or school council policies.</li> <li>• Learning environment data are not collected on a regular basis, or the data are not analyzed for use in district-wide planning and decision-making.</li> </ul>	<ul style="list-style-type: none"> <li>• The local board of education does not establish policies to provide a safe, healthy, orderly and equitable learning environment or district leadership does not implement established policies.</li> <li>• Learning environment data are not collected.</li> </ul>

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<b>4.1b</b> <b>Leadership creates experiences that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning.</b>  <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> <li>Local board of education policies and meeting agenda</li> <li>District mission, belief and vision statements</li> <li>Comprehensive district improvement plan</li> <li>District staff, school staff, community member, student and parent interviews</li> <li>Perception surveys</li> <li>District calendar</li> <li>Local board of education policy</li> <li>Scholastic audit/review reports</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b> <ul style="list-style-type: none"> <li>The practice of district leadership includes support (i.e., financial, time and human resources) for learning during extracurricular and co-curricular activities.</li> <li>Family members, business leaders and other community members establish collaborative partnerships to design, initiate and sustain authentic learning experiences in support of student learning.</li> <li>District leadership establishes an extended learning community and safe environment in which teachers and administrators can openly share successes and failures and constructively analyze and criticize practices and procedures.</li> <li>District leadership implements a systematic process to ensure continuous school improvement and higher student achievement.</li> </ul>	<ul style="list-style-type: none"> <li><b>The practice of district leadership demonstrates a commitment to high academic expectations for all students.</b></li> <li><b>District leaders and staff members support and facilitate ongoing learning experiences intended to encourage parents, business leaders and other community members to share in the district’s vision of student learning.</b></li> <li><b>District leadership provides opportunities for schools and teachers to regularly share their innovations (e.g., novel instructional strategies, effective resources, technology integration) that have resulted in higher student achievement.</b></li> <li><b>District leadership establishes and sustains a focus on continuous improvement in student learning.</b></li> </ul>	<ul style="list-style-type: none"> <li>District leadership claims a commitment to high academic expectations for all students, but does not demonstrate that commitment in practice.</li> <li>District leadership makes limited efforts to share the district’s vision of student learning with other stakeholders.</li> <li>District leadership provides limited opportunities for schools and teachers to share innovations that have resulted in higher student achievement.</li> <li>District leadership generally emphasizes continuous improvement in student learning, but may not do so on a regular or consistent basis.</li> </ul>	<ul style="list-style-type: none"> <li>District leadership does not have a commitment to high academic expectations for all students.</li> <li>District leadership makes no effort to share the district’s vision of student learning with other stakeholders.</li> <li>District leadership has no process for schools and teachers to share success stories.</li> <li>District leadership has not established a focus on continuous improvement in student learning.</li> </ul>

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<b>4.1i</b> <b>Multiple communication strategies and contexts are used for the dissemination of information to all stakeholders.</b>  <u><b>Examples of Supporting Evidence:</b></u> <ul style="list-style-type: none"> <li>• District communications plan</li> <li>• School and district staff members, parent/family members and community members interviews</li> <li>• Written communications</li> <li>• Local board of education meeting minutes</li> <li>• Civic group programs/meeting agendas</li> <li>• Perception surveys</li> <li>• District Web site</li> <li>• District technology plan</li> <li>• Newspaper clippings</li> <li>• Brochures/pamphlets</li> <li>• Marquees/displays</li> <li>• Cable television programming</li> <li>• Community discussions/fora</li> <li>• Scholastic audit/review reports</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b> <ul style="list-style-type: none"> <li>• Representatives of stakeholder role groups from the school community collaborate with the district to develop the district’s systematic communications plan that addresses internal and external communication.</li> <li>• District and school communications shared with homes, businesses and community groups create true synergy in the establishment of mutual goals, respect for the working relationship and accountability for collective and individual actions of the school district and the larger community.</li> <li>• District staff members collaborate with the community to provide equitable technological resources for all schools to ensure state-of-the-art communication capabilities in support of a climate conducive to student performance excellence.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The local board of education adopts and the district implements and monitors a systematic communications plan that guides written, face-to-face and electronic communication with schools and other stakeholders.</b></li> <li>• <b>Communications about the district and its schools is regularly shared with homes, businesses and community groups using multiple communication strategies and contexts.</b></li> <li>• <b>District staff members provide and support the use of a variety of technological resources (e.g., voice mail, Web page, dialup capability, cable access channels) and facilitate interactive communication with stakeholders.</b></li> </ul>	<ul style="list-style-type: none"> <li>• The district has a communications plan, but it is not publicized and/or is partially implemented.</li> <li>• Communications about the district and its schools is occasionally shared.</li> <li>• District staff members provide limited support for the use of technology to communicate with stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>• The district does not have a communications plan.</li> <li>• Communication about the district and its schools is not shared.</li> <li>• District staff members do not support the use of technology to communicate with stakeholders.</li> </ul>

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<b>4.1j</b> <b>There is evidence that student achievement is highly valued and publicly celebrated (e.g., displays of student work, assemblies).</b>  <u><b>Examples of Supporting Evidence:</b></u> <ul style="list-style-type: none"> <li>• District staff member, school staff member, parent/family member and community member interviews</li> <li>• Media documentation</li> <li>• Videos of student performance</li> <li>• Perception surveys</li> <li>• Local board of education meeting agenda and minutes</li> <li>• Celebrations of academic excellence</li> <li>• Walkthrough observations</li> <li>• District Web site</li> <li>• Local access television</li> <li>• Scholastic audit/review reports</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b> <ul style="list-style-type: none"> <li>• District leadership collaborates with stakeholders to provide opportunities for the accomplishments of students to be recognized at local, state and national levels.</li> <li>• District leadership collaborates with stakeholders to promote exhibitions and showcases of high quality student work in all content areas.</li> <li>• District leadership has established a systematic public relations program to regularly publicize student academic achievement and to seek additional sources of recognition (e.g., scholarships, internships).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The local board of education and district staff members regularly and equitably recognize and celebrate the accomplishments of students for academic success, including formal and informal recognition.</b></li> <li>• <b>District staff members support and provide opportunities for student performance exhibitions and showcases of student work for recognition of achievement in all content areas.</b></li> <li>• <b>District staff members ensure that student academic achievement is publicly shared with community and business partners.</b></li> </ul>	<ul style="list-style-type: none"> <li>• District staff members informally recognize some students for academic success.</li> <li>• District staff members showcase student work on a limited basis or only recognize success in one area.</li> <li>• Student success is sometimes shared with families, but seldom shared with community and business partners.</li> </ul>	<ul style="list-style-type: none"> <li>• District staff members do not recognize student academic success.</li> <li>• District staff members do not exhibit or showcase student work.</li> <li>• Student success is not shared.</li> </ul>

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<b>4.1k</b> <b>The school/district provides support for the physical, cultural, socio-economic, and intellectual needs of all students, which reflects a commitment to equity and an appreciation of diversity.</b>  <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> <li>• Interviews with staff members, students, parents/family members and community members</li> <li>• Local board of education policies and meeting minutes</li> <li>• Comprehensive district improvement plan</li> <li>• Allocation of resources</li> <li>• Special Education/Gifted/Title I plans</li> <li>• Family Resource/Youth Services Center plans</li> <li>• School guidance plans</li> <li>• Perception surveys</li> <li>• Scholastic audit/review reports</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b> <ul style="list-style-type: none"> <li>• The district collaborates with the schools and the community to design specific programs that embrace and celebrate the diversity of the school communities.</li> <li>• Data on the practice of staff members is collected and analyzed to determine if the commitment to equity initiatives and appreciation of diversity practices has a positive impact on student achievement.</li> <li>• Supplementary instructional materials and resources provided by the district to support multicultural education impact the reduction and eventual elimination of achievement gaps among subpopulations.</li> <li>• The district has established, in collaboration with the community, procedures for minimizing the impact of socioeconomic factors on learning.</li> <li>• The district supports a comprehensive student services program, which involves the guidance staff working in concert with other helping professionals such as school nurses, social workers, psychologists and members of the community to meet the unique needs of all students.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The district facilitates and provides resources to schools for the development and implementation of programs that will increase awareness of the value of different cultures.</b></li> <li>• <b>The local board of education has adopted policies addressing, and district staff members have incorporated into their practice, a commitment to equity and an appreciation of diversity.</b></li> <li>• <b>The district supports district-wide multicultural education by providing appropriate supplementary instructional materials and resources to all schools for inclusion in the curriculum.</b></li> <li>• <b>The local board of education has adopted policy and district leadership has established and implemented procedures for minimizing the impact of socioeconomic factors on learning.</b></li> <li>• <b>The district supports a district-wide guidance and counseling program to meet the unique needs of all students.</b></li> </ul>	<ul style="list-style-type: none"> <li>• The district provides limited resources to schools to develop and implement programs that will address diversity.</li> <li>• The local board of education has policies that address a commitment to educational equity and an appreciation of diversity, but the policies are not always reflected in district practice.</li> <li>• The district provides limited support and resources for the inclusion of multicultural education in the curriculum.</li> <li>• The local board of education may have adopted policy to minimize the impact on socioeconomic factors on learning, but district leadership has either not established or not fully implemented the necessary procedures to operationalize the policies.</li> <li>• The district-wide guidance program does not have an intentional focus on meeting the needs of all students.</li> </ul>	<ul style="list-style-type: none"> <li>• The district does not provide resources to schools specifically to address diversity.</li> <li>• There are no local board of education policies regarding equity or diversity.</li> <li>• The district does not support multicultural education.</li> <li>• The local board of education does not have a policy intended to minimize the impact of socioeconomic factors on learning.</li> <li>• There is no district-wide guidance program.</li> </ul>

## LEARNING ENVIRONMENT STANDARD 5 – STUDENT, FAMILY and COMMUNITY SUPPORT

**Standard 5: The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.**

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<b>5.1a</b> <b>Families and the community are active partners in the educational process and work together with the school/district staff to promote programs and services for all students.</b>  <u><b>Examples of Supporting Evidence:</b></u> <ul style="list-style-type: none"> <li>• Parent, student, staff, administrator and community member interviews</li> <li>• Perception surveys</li> <li>• School visitors register</li> <li>• Parent workshop schedule</li> <li>• Copies of district communications</li> <li>• List of community partners</li> <li>• District/school/classroom Web pages</li> <li>• Local board of education policies and/or procedures</li> <li>• Dropout and transfer records</li> <li>• Scholastic audit/review reports</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b> <ul style="list-style-type: none"> <li>• District staff members collaborate with family and community members to evaluate the effectiveness of the collaborative effort to remove barriers to learning for all students and to make changes as appropriate.</li> <li>• Representatives of stakeholder groups collaborate to select and/or develop programs and strategies that ensure interaction among teachers, families and the community at large.</li> <li>• District staff establishes and coordinates a school/community partnership network to meet the needs of all students.</li> <li>• The district forms research partnerships with families, community agencies and institutions of higher education to determine strategies to address the root causes of dropouts.</li> <li>• The district supports consistent and intentional proactive interactive meaningful communication among home, school and community.</li> <li>• Representatives of all stakeholder groups collaborate to evaluate the effectiveness of the interactive communication system and recommends modifications as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>District staff members seek the assistance of representatives of all stakeholder role groups in the efforts of the district and schools to remove barriers to learning for all students.</b></li> <li>• <b>District staff supports school staff in the development, implementation and evaluation of programs and strategies (e.g., training for parents, open house, curriculum fair, portfolio night, scrimmage night) that promote interaction between teachers and families impacting student learning.</b></li> <li>• <b>School and district staff members collaborate with family/community partners to provide programs, services and resources that create, implement, maximize and sustain learning opportunities for all students.</b></li> <li>• <b>The district collaborates with families and the community to study dropout and transfer data to inform decision-making and resource allocation.</b></li> <li>• <b>The district supports the efforts of schools to establish interactive meaningful and regular communication between families and the schools.</b></li> <li>• <b>The local board of education initiates and sustains an interactive communication system among the district office, schools, families and community members.</b></li> </ul>	<ul style="list-style-type: none"> <li>• District staff members invite some stakeholders to assist in efforts to remove barriers to learning for students.</li> <li>• District staff encourages school staff to provide opportunities for teachers to interact with families regarding student learning, but provides only limited support.</li> <li>• District staff devotes limited time or effort to collaborate with family/community partners at the district or school level.</li> <li>• Dropout and transfer data collected by the district is insufficient to inform decision-making and resource allocation.</li> <li>• The district provides limited support for the efforts of schools to establish meaningful and regular communication between families and the schools.</li> <li>• The local board of education establishes a public relations program, but communication with the community is not interactive.</li> </ul>	<ul style="list-style-type: none"> <li>• Stakeholders are not involved in removing barriers to student learning.</li> <li>• The district does not support schools in their efforts to provide opportunities for teachers to interact directly with families regarding student learning.</li> <li>• District staff makes no effort to develop productive partnerships with community organizations and businesses at the district or school level.</li> <li>• District staff do not collect dropout and transfer data.</li> <li>• The district does not support the efforts of schools to establish meaningful communication between families and the schools.</li> <li>• The local board of education does not establish communication with the community.</li> </ul>

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<b>5.1a</b> <b>Families and the community are active partners in the educational process and work together with the school/district staff to promote programs and services for all students.</b>  <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> <li>• Parent, student, staff, administrator and community member interviews</li> <li>• Perception surveys</li> <li>• School visitors register</li> <li>• Parent workshop schedule</li> <li>• Copies of district communications</li> <li>• List of community partners</li> <li>• District/school/classroom Web pages</li> <li>• Local board of education policies and/or procedures</li> <li>• Dropout and transfer records</li> <li>• Scholastic audit/review reports</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b> <ul style="list-style-type: none"> <li>• District staff members collaborate with family and community members to evaluate the effectiveness of the collaborative effort to remove barriers to learning for all students and to make changes as appropriate.</li> <li>• Representatives of stakeholder groups collaborate to select and/or develop programs and strategies that ensure interaction among teachers, families and the community at large.</li> <li>• District staff establishes and coordinates a school/community partnership network to meet the needs of all students.</li> <li>• The district forms research partnerships with families, community agencies and institutions of higher education to determine strategies to address the root causes of dropouts.</li> <li>• The district supports consistent and intentional proactive interactive communication among home, school and community.</li> <li>• Representatives of all stakeholder groups collaborate to evaluate the effectiveness of the interactive communication system and recommends modifications as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>District staff members seek the assistance of representatives of all stakeholder role groups in the efforts of the district and schools to remove barriers to learning for all students.</b></li> <li>• <b>District staff supports school staff in the development, implementation and evaluation of programs and strategies (e.g., training for parents, open house, curriculum fair, portfolio night, scrimmage night) that promote interaction between teachers and families impacting student learning.</b></li> <li>• <b>School and district staff members collaborate with family/community partners to provide programs, services and resources that create, implement, maximize and sustain learning opportunities for all students.</b></li> <li>• <b>The district collaborates with families and the community to study dropout and transfer data to inform decision-making and resource allocation.</b></li> <li>• <b>The district supports the efforts of schools to establish interactive meaningful and regular communication between families and the schools.</b></li> <li>• <b>The local board of education initiates and sustains an interactive communication system among the district office, schools, families and community members.</b></li> </ul>	<ul style="list-style-type: none"> <li>• District staff members invite some stakeholders to assist in efforts to remove barriers to learning for students.</li> <li>• District staff encourages school staff to provide opportunities for teachers to interact with families regarding student learning, but provides only limited support.</li> <li>• District staff devotes limited time or effort to collaborate with family/community partners at the district or school level.</li> <li>• Dropout and transfer data collected by the district is insufficient to inform decision-making and resource allocation.</li> <li>• The district provides limited support for the efforts of schools to establish meaningful and regular communication between families and the schools.</li> <li>• The local board of education establishes a public relations program, but communication with the community is not interactive.</li> </ul>	<ul style="list-style-type: none"> <li>• Stakeholders are not involved in removing barriers to student learning.</li> <li>• The district does not support schools in their efforts to provide opportunities for teachers to interact directly with families regarding student learning.</li> <li>• District staff makes no effort to develop productive partnerships with community organizations and businesses at the district or school level.</li> <li>• District staff do not collect dropout and transfer data.</li> <li>• The district does not support the efforts of schools to establish meaningful communication between families and the schools.</li> <li>• The local board of education does not establish communication with the community.</li> </ul>



Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<b>5.1b</b> <b>Structures are in place to ensure that all students have access to all the curriculum (e.g., school guidance, Family Resource/Youth Services Centers, Extended School Services).</b>  <u><b>Examples of Supporting Evidence:</b></u> <ul style="list-style-type: none"> <li>• Family Resource/Youth Services Center grant proposal</li> <li>• Family Resource/Youth Services Center action plan</li> <li>• Family Resource/Youth Services Center advisory council/ subcommittee meeting minutes</li> <li>• Extended School Services program overview/reports</li> <li>• Extended School Services referrals</li> <li>• Comprehensive district improvement plan</li> <li>• Comprehensive school improvement plans</li> <li>• Staff and student interviews</li> <li>• Perception surveys</li> <li>• Technology plan</li> <li>• Local board of education policies</li> <li>• School/district budgets</li> <li>• Scholastic audit/review reports</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b> <ul style="list-style-type: none"> <li>• Family and school staff members collaborate to analyze data from multiple sources (e.g., Kentucky Performance Report, other standardized assessments, classroom assessments) to determine the extent to which the Extended School Services program enhances the achievement of those students with the greatest needs and to inform program decision-making and modifications.</li> <li>• The local board of education provides additional fiscal resources beyond the state grant to support the mission and services of the Family Resource/Youth Services Centers.</li> <li>• District staff members partner with the total school staff to develop a district-wide student assistance program that includes peer counseling and adult advocate components.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>District staff members and school Extended School Services coordinators collaboratively design and implement programs to support and promote individual student achievement with emphasis on those students with the greatest needs. The programs are evaluated and modified as necessary.</b></li> <li>• <b>District staff members assist Family Resource/Youth Services Centers in their efforts to promote and support student learning by coordinating targeted and effective support services that remove barriers to learning for at-risk students.</b></li> <li>• <b>District staff members provide support for the implementation and coordination of school-wide guidance programs that provide support services to meet the intellectual, social, career and developmental needs of students.</b></li> </ul>	<ul style="list-style-type: none"> <li>• The district Extended School Services coordinator provides limited support to building coordinators in the implementation of school programs, but does not participate in the evaluation and modification of those programs.</li> <li>• District staff members provide limited support to Family Resource/Youth Services Centers in their efforts to promote and support student learning.</li> <li>• District staff members provide support only for the administrative tasks (e.g., test administration, Software Technology, Incorporated functions) of school counselors.</li> </ul>	<ul style="list-style-type: none"> <li>• The district Extended School Services coordinator does not provide support to school coordinators in the implementation of Extended School Services programs.</li> <li>• District staff members do not support Family Resource/Youth Services Centers.</li> <li>• District staff members provide little or no support to school counselors.</li> </ul>

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<b>5.1b (Continued)</b> <b>Structures are in place to ensure that all students have access to all the curriculum (e.g., school guidance, Family Resource/Youth Services Centers, Extended School Services).</b>	<b>Meets criteria for a rating of “3” on this indicator plus:</b> <ul style="list-style-type: none"> <li>• The local board of education provides additional fiscal resources beyond the district’s allocation from the Kentucky Education Technology System to ensure that a variety of technology is available to all students to access the common academic core.</li> <li>• The local board of education evaluates the adopted policy and modifies the policy as necessary. Implementation of procedures is monitored to ensure that all students have equal access to a common academic core.</li> <li>• The district staff provides training and technical assistance to schools in their implementation of programs funded from federal and state grants to ensure maximum impact of the programs on student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>District and school staff members collaborate to ensure that a variety of technology (e.g., distance learning, virtual high school, computer assisted learning) is available to all students to access the common academic core.</b></li> <li>• <b>The local board of education adopts policy and district leadership implements procedures that require schools to provide all students with equal access to a common academic core.</b></li> <li>• <b>The district staff reviews and monitors the implementation of school programs funded from federal and state grants to ensure that guidelines/regulations are met and programs effectively support student learning.</b></li> </ul>	<ul style="list-style-type: none"> <li>• District staff members provide limited support to schools to ensure that technology is equitably available to all students.</li> <li>• The local board of education has a policy stating that all students have equal access to the common curriculum, but it is not always implemented.</li> <li>• The district staff monitors the implementation of school programs funded from federal and state grants to ensure that guidelines/regulations are met, but not to ensure that programs effectively support student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• District staff members perform only administrative functions with regard to technology.</li> <li>• The local board of education does not have a policy that ensures all students have equal access to a common academic core.</li> <li>• The district staff does not monitor the use of federal and state grants.</li> </ul>

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<b>5.1c</b> <b>The school/district provides organizational structures and supports instructional practices to reduce barriers to learning.</b>  <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> <li>Records of/procedures for referrals for health and social services</li> <li>Staff, student, parent and community member interviews</li> <li>Textbooks/instructional resources purchasing plans</li> <li>Perception surveys</li> <li>Individual education plans</li> <li>School/district budgets</li> <li>Comprehensive district improvement plan</li> <li>Comprehensive school improvement plans</li> <li>Technology plans</li> <li>Transportation records for Extended School Services</li> <li>Family Resource/Youth Services Center programs documentation</li> <li>Software Technology, Incorporated reports</li> <li>Scholastic audit/review reports</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b> <ul style="list-style-type: none"> <li>Community and business partners collaborate with district and school staff members to provide active learning opportunities (e.g., in-school banks, book stores) for students.</li> <li>Health and social services are seamlessly integrated into a fully functioning comprehensive student services program.</li> <li>The district has established procedures to identify and provide ongoing support for students who experience learning problems. An extensive variety of support programs is provided. All staff members are trained in effective identification procedures, and families are informed of support structures.</li> <li>Multiple private and public resources (e.g., scholarship opportunities, medical services) are integrated and leveraged to enhance the implementation of specific actions to reduce barriers to student learning.</li> <li>The district provides support for the establishment of a staff/community support/coaching network and feedback loop to ensure that respect for cultural differences is embedded into district instructional programs.</li> </ul>	<ul style="list-style-type: none"> <li><b>A variety of instructional materials and resources that promote active learning are integrated into the curriculum, and staff members have had appropriate implementation training which is ongoing and informed by research.</b></li> <li><b>The district has developed and implemented procedures to refer students for health and social services. The procedures are clearly communicated to students, staff members and families.</b></li> <li><b>The district has established procedures to identify and programs to provide support for students who experience learning problems. Training on student identification and program implementation is provided to appropriate staff members.</b></li> <li><b>The district collaborates with schools and community agencies in planning and implementing specific actions to eliminate all barriers to student learning.</b></li> <li><b>The district supports schools to ensure that all teachers participate in professional development focused on the impact of cultural differences on learning.</b></li> </ul>	<ul style="list-style-type: none"> <li>Instructional materials and resources that promote active learning are available. Staff members have not received appropriate training, or the materials and resources are not used.</li> <li>The district has developed procedures to refer students for health services, but the procedures are either not consistently implemented or not clearly communicated to students, staff members and families.</li> <li>The district has established procedures to identify students who experience learning problems, but specific support programs are not always implemented.</li> <li>The district works with community agencies to provide assistance for students, but the resulting programs are not always focused on eliminating barriers to student learning.</li> <li>The district occasionally provides professional development on the impact of cultural differences on learning.</li> </ul>	<ul style="list-style-type: none"> <li>Instructional materials and resources that promote active learning are not available.</li> <li>The district has no formal procedures to refer students for health and social services.</li> <li>The district has not established procedures to identify students who experience learning problems.</li> <li>The district does not work with community agencies to eliminate barriers to student learning.</li> <li>The district does not provide professional development on the impact of cultural differences on learning.</li> </ul>

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<b>5.1c (Continued)</b> <b>The school/district provides organizational structures and supports instructional practices to reduce barriers to learning.</b>  <u><b>Examples of Supporting Evidence:</b></u> <ul style="list-style-type: none"> <li>• Records of/procedures for referrals for health and social services</li> <li>• Staff, student, parent and community member interviews</li> <li>• Textbooks/instructional resources purchasing plans</li> <li>• Perception surveys</li> <li>• Individual education plans</li> <li>• School/district budgets</li> <li>• Comprehensive district improvement plan</li> <li>• Comprehensive school improvement plans</li> <li>• Technology plans</li> <li>• Transportation records for Extended School Services</li> <li>• Family Resource/Youth Services Center programs documentation</li> <li>• Software Technology Incorporated reports</li> <li>• Scholastic audit/review reports</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b> <ul style="list-style-type: none"> <li>• District instructional staff model differentiated instructional strategies in the classroom and provide follow-up support and coaching that enables teachers to routinely implement these strategies to meet student needs.</li> <li>• The local board of education makes reducing all barriers to learning a priority when allocating resources, seeks additional avenues of funding and ensures that the resources are used effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The district supports school-level efforts to incorporate differentiated instructional strategies (based on learning styles, developmental stages and skill levels) into classroom practice to meet student needs and reduce barriers to learning.</b></li> <li>• <b>The local board of education allocates sufficient financial resources for reducing barriers to learning and ensures that these resources are used effectively.</b></li> </ul>	<ul style="list-style-type: none"> <li>• The district provides limited support for school-level efforts to use differentiated instructional strategies to meet student needs.</li> <li>• The local board of education allocates sufficient financial resources for reducing barriers to learning, but the resources are not always used effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• The district does not support school-level efforts to use differentiated instructional strategies to meet student needs.</li> <li>• The local board of education does not allocate sufficient financial resources to reduce barriers to learning.</li> </ul>

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<b>5.1e</b> <b>The school maintains an accurate student record system that provides timely information pertinent to the student’s academic and educational development.</b>  <u><b>Examples of Supporting Evidence:</b></u> <ul style="list-style-type: none"> <li>• District staff and local board of education member interviews</li> <li>• Local board of education budget</li> <li>• Local board of education policies</li> <li>• District administrative procedures</li> <li>• Student academic records</li> <li>• Technology plan</li> <li>• Software Technology, Incorporated records</li> <li>• Scholastic audit/review reports</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b> <ul style="list-style-type: none"> <li>• The local board of education evaluates the adopted policy and modifies the policy as necessary. Implementation of procedures is monitored to ensure that the student record system is accurate and well-maintained.</li> <li>• The district establishes partnerships with community agencies to obtain additional resources for the support of an accurate student record system and efficient data management practices.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The local board of education adopts policy and district staff members implement procedures for the maintenance, control and monitoring of an accurate student record system.</b></li> <li>• <b>The district provides sufficient resources (e.g., technology, personnel, funding) to support an accurate student record system and efficient data management practices at the district, school, classroom and individual student levels.</b></li> </ul>	<ul style="list-style-type: none"> <li>• The local board of education adopts policy for the maintenance, control and monitoring of an accurate student records system. However, either clear procedures for implementation have not been established or the policy is not fully implemented.</li> <li>• The district provides limited additional resources to support an accurate student record system and efficient data management practices.</li> </ul>	<ul style="list-style-type: none"> <li>• The local board of education does not have a policy for the maintenance, control and monitoring of an accurate student record system.</li> <li>• The district provides only KETS-required resources to support an accurate student record system and efficient data management practices.</li> </ul>

## LEARNING ENVIRONMENT STANDARD 6 – PROFESSIONAL GROWTH, DEVELOPMENT, and EVALUATION

**Standard 6: The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.**

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<b>6.1a</b> <b>There is evidence of support for the long-term professional growth needs of the individual staff members. This includes both instructional and leadership growth.</b>  <u><b>Examples of Supporting Evidence:</b></u> <ul style="list-style-type: none"> <li>• Comprehensive district improvement plan</li> <li>• Implementation and impact checks</li> <li>• List of professional development offerings</li> <li>• District and school staff member interviews</li> <li>• Individual growth plans</li> <li>• Professional development committee meeting minutes</li> <li>• Local school professional development needs surveys</li> <li>• Scholastic audit/review reports</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b> <ul style="list-style-type: none"> <li>• Long-term professional development planning leads to professional growth embedded in a change process that improves the structure and culture of the school district as an organization.</li> <li>• The district collaborates with the Kentucky Department of Education or other professional leadership entities to provide professional development experiences that prepare and empower staff members to exercise appropriate leadership responsibilities.</li> <li>• The district collaborates with the Kentucky Department of Education and educational cooperatives to establish cross-district extended learning communities and implement multi-district instructional teams.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The district has collaborated with schools to develop a long-term plan for continuous support of professional growth needs. The district facilitates opportunities for collaboration between school councils in professional development planning. Professional development is viewed as a change process that occurs over time.</b></li> <li>• <b>The district provides support to ensure that professional development opportunities are expanded to include formal and informal experiences (e.g., internships, aspiring principal networks, curriculum resource teachers) for teacher leaders to participate in leadership responsibilities.</b></li> <li>• <b>The district initiates and/or facilitates the collaboration of school leaders across the district to create an extended learning community that encourages and supports all district staff members and stakeholders to evolve into multi-school instructional teams.</b></li> </ul>	<ul style="list-style-type: none"> <li>• The district’s professional development plan provides only limited support for the professional growth needs of individual administrators and staff members. Professional development is not viewed as a change process that occurs over time.</li> <li>• Professional development opportunities are offered to some members of the staff (e.g., leadership team) to enhance leadership abilities.</li> <li>• The district encourages only some leaders and administrators to learn and grow.</li> </ul>	<ul style="list-style-type: none"> <li>• The district does not develop a professional development plan; staff members complete only minimum professional development and/or Effective Instructional Leadership Act requirements.</li> <li>• Professional development does not support leadership development.</li> <li>• The district does not encourage teachers and administrators to learn and grow.</li> </ul>

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	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<b>6.1b</b> <b>The school has an intentional plan for building instructional capacity through on-going professional development.</b>  <u><b>Examples of Supporting Evidence:</b></u> <ul style="list-style-type: none"> <li>• Staff member interviews</li> <li>• Perception surveys</li> <li>• List of professional development offerings and rosters</li> <li>• Comprehensive district improvement plan</li> <li>• Implementation and impact checks</li> <li>• Local board of education policy</li> <li>• Individual growth plans</li> <li>• Professional development committee meeting minutes</li> <li>• Local school professional development needs surveys</li> <li>• Local board of education in-service training records</li> <li>• Scholastic audit/review reports</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b> <ul style="list-style-type: none"> <li>• The formal process for identifying professional development needs specifically evaluates and addresses the true impediments to student learning.</li> <li>• District professional development planning considers both the identified needs of individual staff members and the district-wide focus for improvement. The planning includes short and long-term checkpoints to monitor the effectiveness of the planning.</li> <li>• The local board of education evaluates the adopted policy and modifies the policy as necessary. Implementation of procedures is monitored to ensure professional development issues are addressed.</li> <li>• The district collaborates with institutions of higher education and other research organization entities to provide analysis and interpretation of research and data that will aid in the determination of the short and long-term professional development needs of all staff members.</li> <li>• The professional staff members in the identified pool serve as mentors/coaches to partner with professional development participants, providing ongoing practical support to staff members as newly acquired professional skills and strategies are implemented into instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The local board of education adopts and district leadership implements a formal process, based on school input, to identify instructional needs for all staff members.</b></li> <li>• <b>District professional development planning considers both the needs of all staff members and the district-wide focus for improvement. It also emphasizes ongoing activities and follow-up (e.g., study groups, action research).</b></li> <li>• <b>The local board of education adopts policy and district leadership implements procedures that addresses professional development issues (e.g., needs assessment, district-wide plan, resource allocation, local board of education participation).</b></li> <li>• <b>The district provides assistance to schools in the analysis and interpretation of research and data to determine the short and long-term professional development needs of all staff members.</b></li> <li>• <b>The district has formally identified a pool of professional staff members with content area expertise who are available to facilitate or present needed professional development.</b></li> </ul>	<ul style="list-style-type: none"> <li>• The district has identified professional development needs for staff members, but there is no formal process to do so.</li> <li>• District professional development planning considers both the needs of staff members and the district-wide focus for improvement, but there is no balance in addressing both sets of needs.</li> <li>• The district has a policy that addresses professional development issues, but the policy is not consistently followed.</li> <li>• The district provides limited assistance to schools in the analysis and interpretation of research and data to determine the short and long-term professional development needs of all staff members.</li> <li>• The district has informally identified a pool of professional staff members with content area expertise who are available to facilitate or present needed professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• The district has not identified professional development needs of staff members.</li> <li>• District professional development planning does not consider both individual and district-wide needs.</li> <li>• The district does not have a policy regarding professional development issues.</li> <li>• The district does not provide assistance to schools in the analysis and interpretation of research and data.</li> <li>• The district has not identified a pool of professional staff members with content area expertise.</li> </ul>

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	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<b>6.1c</b> <b>Staff development priorities are set in alignment with goals for student performance and the individual professional growth plans of staff.</b>  <u><b>Examples of Supporting Evidence:</b></u> <ul style="list-style-type: none"> <li>• Comprehensive district improvement plan</li> <li>• Documentation of professional development days/release time</li> <li>• Individual growth plans</li> <li>• District staff member and principal interviews</li> <li>• Self-assessment data</li> <li>• Professional development committee meeting agenda and minutes</li> <li>• Needs assessment data</li> <li>• Kentucky Performance Report</li> <li>• Scholastic audit/review reports</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b> <ul style="list-style-type: none"> <li>• The process for determining professional development opportunities specifically identifies the true impediments to student learning and strategies for meeting the unique learning needs of the students.</li> <li>• The professional development program is aligned with the individual growth plans of administrators, the comprehensive district improvement plan and the comprehensive improvement plans of the schools and is focused directly on the root causes of achievement gaps.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>District professional development opportunities are determined based on the results of analysis of student achievement data and formal personnel evaluations.</b></li> <li>• <b>District and school leadership collaboratively design a professional development program that is aligned with the individual growth plans of administrators and integrated into the comprehensive district improvement plan.</b></li> </ul>	<ul style="list-style-type: none"> <li>• The professional development needs of individual administrators have been based on limited analysis of student achievement data or identified only through the evaluation process.</li> <li>• The professional development program for administrators is sometimes collaboratively designed.</li> </ul>	<ul style="list-style-type: none"> <li>• The professional development needs of individual staff members have not been clearly identified.</li> <li>• The professional development program for administrators is not collaboratively designed.</li> </ul>



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<b>6.1d</b> <b>Plans for school improvement directly connect goals for student learning and the priorities set for the school and district staff development activities.</b>  <u><b>Examples of Supporting Evidence:</b></u> <ul style="list-style-type: none"> <li>• Comprehensive district improvement plan</li> <li>• List of professional development offerings</li> <li>• Perception surveys</li> <li>• District and school staff member interviews</li> <li>• District professional development committee meeting minutes</li> <li>• Scholastic audit/review reports</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b> <ul style="list-style-type: none"> <li>• Longitudinal comparisons of the collected data are studied to identify emerging trends and priorities for district professional development.</li> <li>• The district supports a district-wide professional learning community that provides high quality professional development, collegial support and job-embedded coaching to ensure teacher efficacy and enhanced professional practice that is observable in the classroom.</li> <li>• The district collects and organizes data on the professional needs of teachers and the learning needs of students in order to provide direction to schools for the design of future professional development offerings that will ensure continuous school improvement.</li> <li>• District and school leadership share accountability for implementation of relevant professional development programs, evaluation of program effectiveness and creation of a feedback loop that ensures ongoing school improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>A formal process, including a review of the comprehensive school improvement plans of the district, is used to determine priorities for district professional development.</b></li> <li>• <b>Professional development is of high quality, is focused on enhanced professional practice, updates content knowledge and is aligned with academic expectations and student learning goals.</b></li> <li>• <b>District staff members assist schools to ensure there is a clear and compelling connection among professional development offerings, teacher needs and student learning needs.</b></li> <li>• <b>District leadership holds school leadership accountable for implementation of relevant professional development programs, evaluation of program effectiveness and creation of a feedback loop that ensures ongoing school improvement.</b></li> </ul>	<ul style="list-style-type: none"> <li>• A survey is conducted, but there is no formal process to determine priorities for district professional development.</li> <li>• Professional development is traditional and is either not focused on enhanced professional practice or is not tightly aligned with academic expectations and student learning goals.</li> <li>• District staff members communicate a connection between professional development and student learning needs, but offers limited support.</li> <li>• District leadership provides limited assistance to schools in the implementation and evaluation of professional development offerings.</li> </ul>	<ul style="list-style-type: none"> <li>• An annual survey of professional development needs may be done, but the results of the survey are not used to determine priorities for district professional development.</li> <li>• Professional development offerings are random and do not have connections to enhancement of professional practice, academic expectations or student learning goals.</li> <li>• District leadership neither communicates the need for nor offers opportunities for professional development that addresses student learning needs.</li> <li>• District leadership does not assist schools in the implementation of professional development.</li> </ul>

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<b>6.1e</b> <b>Professional development is on-going and job-embedded.</b>  <u><b>Examples of Supporting Evidence:</b></u> <ul style="list-style-type: none"> <li>• Comprehensive district improvement plan</li> <li>• District and school staff member interviews</li> <li>• School calendar</li> <li>• Master schedules of schools</li> <li>• Individual growth plans</li> <li>• Scholastic audit/review reports</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b> <ul style="list-style-type: none"> <li>• By policy and practice, district professional development is sustained, continuous and the shared responsibility of all staff members.</li> <li>• The district offers fellowship opportunities to staff members that allow them the time to reflect, discuss and synthesize new learnings and draw implications that provide the impetus for the re-invention of the district as a professional learning community.</li> <li>• The district supports the establishment of small-group work teams to provide professional development follow-up by allowing staff members to share responsibility for their own learning and provide assistance to one another through collegial support and coaching.</li> <li>• The district encourages and supports school staff members in their efforts to engage in action research in their classrooms centered around experimental and innovative approaches to professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>District professional development emphasizes sustained and continuous growth.</b></li> <li>• <b>District professional development provides time for colleagues to reflect, discuss and synthesize new learning.</b></li> <li>• <b>Follow-up to professional development is consistent and intentional and is a priority.</b></li> <li>• <b>The district encourages and supports the use of nontraditional avenues to provide and/or embed professional development (e.g., on-line professional development, Kentucky Educational Television).</b></li> </ul>	<ul style="list-style-type: none"> <li>• District professional development has a limited emphasis on sustained and continuous growth.</li> <li>• The district encourages professional development that includes time for reflection, but does not provide support for synthesis of new learning.</li> <li>• Follow-up to professional development is inconsistent or unintentional.</li> <li>• The district encourages the use of nontraditional avenues to provide professional development, but does not provide support.</li> </ul>	<ul style="list-style-type: none"> <li>• District professional development has no emphasis on continuous growth.</li> <li>• The district neither encourages nor supports professional development that provides time for reflection.</li> <li>• Follow-up to professional development is not provided.</li> <li>• The district neither encourages nor supports nontraditional avenues to provide professional development.</li> </ul>

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<b>6.2a</b> <b>The school/district provides a clearly defined evaluation process.</b>  <u><b>Examples of Supporting Evidence:</b></u> <ul style="list-style-type: none"> <li>• Local board of education policies and procedures</li> <li>• Local board of education meeting agenda and minutes</li> <li>• District certified personnel evaluation plan</li> <li>• Documentation of development, review and revision of evaluation process</li> <li>• Staff member interviews</li> <li>• District evaluation committee roster</li> <li>• Record of Kentucky Department of Education approval of the district evaluation process</li> <li>• Scholastic audit/review reports</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b> <ul style="list-style-type: none"> <li>• The local board of education has comprehensive, written policies and procedures regarding annual evaluation of all personnel that includes peer or student reviews.</li> <li>• The district provides a clearly defined evaluation process and the local evaluation committee participates in its development and in an annual review and revision process.</li> <li>• The evaluation of certified personnel is focused on the student learning goals of the comprehensive school and district improvement plans, the individual growth needs of staff members and the projected long-term needs of the school and district.</li> <li>• The local board of education evaluates the adopted policy and modifies the policy as necessary. Implementation of procedures is monitored to ensure that principals evaluate teachers on how well their instructional strategies and learning activities are aligned with school, district and state learning goals and assessment expectations for student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The local board of education has adopted and implemented policy and procedures regarding the evaluation of all personnel that meet state requirements.</b></li> <li>• <b>The district provides a clearly defined evaluation process and the district evaluation committee participates in its development, review and any necessary revision.</b></li> <li>• <b>The evaluation of certified personnel is focused on the student learning goals of the comprehensive district improvement plan and the individual growth needs of staff members.</b></li> <li>• <b>The local board of education adopts policy and district leadership implements procedures to ensure that principals evaluate teachers on how well their instructional strategies and learning activities (including the use of technology) are aligned with school, district and state learning goals and assessment expectations for student learning.</b></li> </ul>	<ul style="list-style-type: none"> <li>• The local board of education has policies and procedures for evaluation of personnel, but the policies are not clearly defined or not followed.</li> <li>• The district has a clearly defined evaluation process, but it is not regularly reviewed and/or revised.</li> <li>• The evaluation process has limited connections to the goals for student learning.</li> <li>• District leadership expects principals to evaluate teachers on how well their instructional strategies and learning activities (including the use of technology) are aligned with school, district and state learning goals and assessment expectations for student learning, but does not ensure implementation of those expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• The local board of education does not have written policies or procedures for personnel evaluation, or they are inadequate or inappropriate.</li> <li>• The district has an evaluation process that is not clearly defined.</li> <li>• The evaluation process is not directly connected to the goals for student learning.</li> <li>• District leadership does not expect principals to evaluate teachers on how well their instructional strategies and learning activities are aligned with learning goals and assessment expectations for student learning.</li> </ul>

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<b>6.2b</b> <b>Leadership provides the fiscal resources for the appropriate professional growth and development of certified staff based on identified needs.</b>  <u><b>Examples of Supporting Evidence:</b></u> <ul style="list-style-type: none"> <li>• Local board of education policy and meeting minutes</li> <li>• Comprehensive district improvement plan</li> <li>• District and school budgets</li> <li>• District and school staff member interviews</li> <li>• Individual growth plans</li> <li>• Scholastic audit/review reports</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b> <ul style="list-style-type: none"> <li>• The district collaborates with the Kentucky Department of Education, education cooperatives and/or to reduce the total direct and indirect costs of providing internal or securing any necessary outside professional development assistance through economy of scale.</li> <li>• The district makes extraordinary effort to secure outside resources (e.g., grants, school district foundation, community assets) to support school and district professional development.</li> <li>• The local board of education evaluates the adopted policy and modifies the policy as necessary to ensure professional development activities are focused on identified needs. Implementation of procedures is monitored to ensure that professional development resources are appropriately and equitably allocated among all staff members.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The district determines and makes long-term projections of the total direct and indirect costs (e.g. substitute teachers, equipment, travel, materials, and stipends) of providing internal or securing any necessary outside professional development assistance.</b></li> <li>• <b>The district allocates fiscal resources to support professional growth, using state professional development allocations and other funding sources (local, state, federal, private), and provides assistance to schools in the maximization of the use of their professional development resources.</b></li> <li>• <b>The local board of education adopts policy and district leadership implements procedures to ensure the appropriate and equitable allocation of the professional development resources of the district and schools.</b></li> </ul>	<ul style="list-style-type: none"> <li>• The district determines annual costs of providing internal or securing any necessary outside professional development assistance, but does not make long-term projections.</li> <li>• The district allocates minimal fiscal resources beyond the required distribution of state professional development funds to schools for support of professional growth.</li> <li>• The local board of education adopts a professional development policy, but the policy does not necessarily ensure the appropriate and equitable allocation of the district’s professional development resources.</li> </ul>	<ul style="list-style-type: none"> <li>• The district does not consider costs when providing internal or securing any necessary outside professional development assistance.</li> <li>• The district does not allocate professional development fiscal resources beyond the required distribution of state professional development funds.</li> <li>• Professional development resources are not appropriately and/or equitably allocated.</li> </ul>

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<p><b>6.2c</b> The school/district effectively uses the employee evaluation and the individual professional growth plan to improve staff proficiency.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> <li>• Individual growth plans</li> <li>• Evaluation forms</li> <li>• Certified staff member interviews</li> <li>• Local board of education policies</li> <li>• Local board of education meeting minutes</li> <li>• Comprehensive district improvement plan</li> <li>• District evaluation process documentation</li> <li>• Principals' meeting agenda</li> <li>• Scholastic audit/review reports</li> </ul>	<p><b>Meets criteria for a rating of “3” on this indicator plus:</b></p> <ul style="list-style-type: none"> <li>• The evaluation of certified personnel and individual growth plans correlate with the instructional needs of students, the professional needs of all staff members and the projected long-term needs of the school and district.</li> <li>• Individual growth plans are directly aligned with the Standards and Indicators for School Improvement.</li> <li>• Individual growth plans are intentionally used to encourage and support the professional advancement of aspiring leaders.</li> <li>• Evaluation is viewed as an integral part of the work of the school, encompassing individual professional growth and establishing a self-renewing learning organization.</li> <li>• The superintendent/designee provides follow-up support and coaching to principals to ensure that the district's certified evaluation process is implemented effectively at the school level.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Individual growth plans and the evaluation of certified staff members correlate with the instructional needs of students and the professional needs of all staff members.</b></li> <li>• <b>Individual growth plans are collaboratively developed and are based on the professional needs of certified staff members identified through the certified evaluation process.</b></li> <li>• <b>The individual professional growth plans of all certified personnel, including district and building level leaders, foster purposeful reflection on and refinement of practice.</b></li> <li>• <b>Evaluation is viewed as an important part of individual staff growth, and the process is valued by all staff members as a route to staff proficiency.</b></li> <li>• <b>The superintendent/designee regularly collaborates with principals to ensure that the district's certified personnel evaluation process is implemented effectively at the school level.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Individual growth plans and the evaluation of certified employees do not always tightly correlate with the instructional needs of students and the professional needs of all staff members.</li> <li>• Individual growth plans are developed without collaboration and/or intentional connection to the results of the certified evaluation process.</li> <li>• Individual growth plans foster reflection, but do not impact practice.</li> <li>• The evaluation process is viewed as part of individual staff growth, but is not valued as a route to proficiency.</li> <li>• The superintendent/designee establishes expectations for principals regarding implementation of the district's certified personnel evaluation process, but does not provide support to ensure the effectiveness of the process.</li> </ul>	<ul style="list-style-type: none"> <li>• The evaluation of certified employees and individual growth plans do not reflect the instructional needs of students and the professional needs of all staff members.</li> <li>• Not all certified employees have individual growth plans.</li> <li>• Individual growth plans do not foster reflection or refinement of practice.</li> <li>• Employees view evaluation only as an employment requirement.</li> <li>• The superintendent/designee does not establish expectations for principals regarding implementation of the district's certified personnel evaluation process.</li> </ul>

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<p><b>6.2d</b>  <b>Leadership provides and implements a process of personnel evaluation which meets or exceeds standards set in statute and regulation.</b></p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> <li>• Personnel evaluation process/forms</li> <li>• Documentation of the district's implementation of the personnel evaluation system</li> <li>• State statute/regulation</li> <li>• Staff interviews</li> <li>• Record of Kentucky Department of Education approval of the district evaluation process</li> <li>• Teacher portfolios</li> <li>• Scholastic audit/review reports</li> </ul>	<p><b>Meets criteria for a rating of “3” on this indicator plus:</b></p> <ul style="list-style-type: none"> <li>• The district certified personnel evaluation process exceeds the requirements of state statute and regulation. Growth plans and summative evaluations are completed annually for all staff; multiple forms of documentation (e.g., portfolios, peer review, student products and performance, and teacher developed tasks with sample student work) of performance effectiveness are used.</li> <li>• The personnel evaluation system includes a peer review/coaching component.</li> <li>• The superintendent/designee and all of the principals participate in job-embedded training and collaborate in a coaching/mentoring network to ensure a quality personnel evaluation system.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The district certified personnel evaluation process that is approved by the Kentucky Department of Education, meets all requirements of state statute and regulation and is fully implemented by administrators.</b></li> <li>• <b>District and school administrators implement a certified personnel evaluation system that requires multiple observations, providing opportunities for coaching and feedback to improve effective teaching practices and to improve student achievement.</b></li> <li>• <b>District leadership fully supports administrators in the development of personnel evaluation skills by providing technical assistance in the implementation of the district's personnel evaluation system.</b></li> </ul>	<ul style="list-style-type: none"> <li>• The district certified personnel evaluation process meets statute and regulation, but is either not approved by Kentucky Department of Education or is not fully implemented.</li> <li>• District and school administrators implement a certified personnel evaluation system that includes observation and feedback, but has limited impact on student achievement and teaching practices.</li> <li>• District leadership provides limited support for the personnel evaluation system.</li> </ul>	<ul style="list-style-type: none"> <li>• The district certified personnel evaluation process does not meet state statute and regulation.</li> <li>• District and school administrators do not implement the personnel evaluation system.</li> <li>• District leadership does not provide support for a personnel evaluation system.</li> </ul>

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<p><b>6.2e</b> The school/district improvement plan identifies specific instructional leadership needs, has strategies to address them, and uses the Effective Instructional Leadership Act requirements as a resource to accomplish these goals.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> <li>• Comprehensive district improvement plan</li> <li>• District and school budgets</li> <li>• Individual growth plans</li> <li>• District Effective Instructional Leadership Act records</li> <li>• Scholastic audit/review reports</li> </ul>	<p><b>Meets criteria for a rating of “3” on this indicator plus:</b></p> <ul style="list-style-type: none"> <li>• The comprehensive district improvement plan incorporates goals, objectives and activities congruent with new and innovative approaches to improve instructional leadership.</li> <li>• District and school leadership collaborate with the Kentucky Department of Education, educational cooperatives and other districts to design and/or obtain a comprehensive professional development program that integrates both the individual needs of all school administrators, the goals and objectives of the comprehensive district improvement plan and the requirements of the Effective Instructional Leadership Act.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The comprehensive district improvement plan is based on analysis of multiple forms of student achievement data, identifies instructional leadership needs and includes an action plan and available resources to address those needs.</b></li> <li>• <b>District and school administrators collaborate to design a comprehensive district-wide professional development program that integrates the individual needs of all administrators, the goals and objectives of the comprehensive district improvement planning and the requirements of the Effective Instructional Leadership Act.</b></li> </ul>	<ul style="list-style-type: none"> <li>• The comprehensive district improvement plan is based on analysis of student achievement data and has an action plan to address instructional leadership needs, but the district does not always implement the plan as developed.</li> <li>• Administrators select professional development that fulfills the requirements of the Effective Instructional Leadership Act, but do not intentionally address the needs of all administrators. The district provides little or no support to administrators in selecting professional development activities.</li> </ul>	<ul style="list-style-type: none"> <li>• The comprehensive district improvement plan does not address instructional leadership needs.</li> <li>• Professional development selected by administrators does not fulfill the requirements of the Effective Instructional Leadership Act.</li> </ul>

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p><b>6.2f</b> Leadership uses the evaluation process to provide teachers with the follow-up and support to change behavior and instructional practice.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> <li>• List of professional development offerings</li> <li>• Teacher and administrator interviews</li> <li>• Evaluation forms</li> <li>• Samples of teacher and administrator evaluations</li> <li>• Individual growth plans</li> <li>• Scholastic audit/review reports</li> </ul>	<p><b>Meets criteria for a rating of “3” on this indicator plus:</b></p> <ul style="list-style-type: none"> <li>• The development of individual growth plans of teachers and school administrators includes a peer review/ coaching component, and district leadership ensures support to accomplish the identified goals of the individual growth plans.</li> <li>• District and/or school leadership and teachers engage in interactive discourse and establish an ongoing feedback loop focused on long-term strategic changes in teacher behavior and practice as an integral part of the evaluation process.</li> <li>• The district evaluation process clearly connects student and teacher performance and individual growth plans; cognitive coaching is embedded in the daily work of all teachers and administrators.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>District leadership collaborates with teachers and school administrators to develop individual growth plans that are an integral part of the evaluation process and focused on improving instructional practice.</b></li> <li>• <b>District and/or school leadership provides regular meaningful feedback to teachers as an integral part of the evaluation process to challenge teacher thinking and to change behavior.</b></li> <li>• <b>Teachers and school administrators are provided with follow-up and support (e.g., professional development, fiscal resources, materials) to ensure that the evaluation process results in improved instructional practice and student achievement.</b></li> </ul>	<ul style="list-style-type: none"> <li>• The individual growth plans of teachers and school administrators are part of the evaluation process, but are not collaboratively developed.</li> <li>• District and/or school leadership provides limited feedback to teachers.</li> <li>• Teachers and school administrators are provided with some follow up and support, but not to a level that will ensure improved instructional practice and/or student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• The individual growth plans of teachers and school administrators are not directly linked to formal evaluation.</li> <li>• District and/or school leadership does not provide feedback to teachers.</li> <li>• Teachers and school administrators are not provided follow up and support.</li> </ul>



## EFFICIENCY STANDARD 7 – LEADERSHIP

**Standard 7: School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.**

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<b>7.1a</b> <b>Leadership has developed and sustained a shared vision.</b>  <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> <li>• Displays of vision, mission and belief statements</li> <li>• Local board of education meeting agenda and minutes</li> <li>• Publications</li> <li>• Comprehensive district improvement plan</li> <li>• Strategic plans</li> <li>• Meeting announcements, agenda and minutes</li> <li>• District and school Web pages</li> <li>• Brochures, pamphlets</li> <li>• Press releases</li> <li>• Scholastic audit/review reports</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b> <ul style="list-style-type: none"> <li>• The vision of the district is developed in conjunction with the vision of the schools of the district.</li> <li>• District leadership encourages and provides opportunities for community members to become stewards of the missions and beliefs of the schools and district.</li> <li>• District leadership establishes a systematic process to ensure that all decisions are regularly reviewed and considered for modification to sustain alignment with the mission and belief statements.</li> <li>• District leadership focuses the community on implementing the mission and belief statements by using them as a filter for school improvement initiatives.</li> <li>• District leadership establishes a feedback loop to ensure that the mission and belief statements are revised as necessary and that strategies are appropriately modified to maintain momentum toward accomplishment of the mission.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>District leadership collaborates with representatives of the community’s stakeholder role groups to develop the district’s vision and mission and belief statements.</b></li> <li>• <b>District leadership communicates the mission and belief statements of the district to all stakeholders of the school communities.</b></li> <li>• <b>District leadership continuously reinforces and supports the mission and belief statements of the district, and uses them to guide decision-making.</b></li> <li>• <b>District leadership focuses the staff on implementing the mission and belief statements by using them as a foundation to support schools in the design of instructional programs.</b></li> <li>• <b>District leadership provides updates to all stakeholders on the progress toward accomplishing the mission and belief statements.</b></li> </ul>	<ul style="list-style-type: none"> <li>• District leadership receives input from staff members to develop the district’s vision and/or the mission and belief statements.</li> <li>• District leadership distributes the mission and belief statements to staff members.</li> <li>• District leadership reinforces the mission and belief statements, but does not always use them to guide decisions.</li> <li>• District leadership does not always use the mission and belief statements as a foundation to support schools in the design of instructional programs.</li> <li>• District leadership provides updates to staff members on the progress toward accomplishing the mission and belief statements.</li> </ul>	<ul style="list-style-type: none"> <li>• The district does not have vision, mission and belief statements.</li> <li>• District leadership does not communicate the mission and belief statements.</li> <li>• District leadership neither reinforces the mission and belief statements nor uses them to guide decision-making.</li> <li>• District leadership does not refer to the mission and belief statements when providing support to schools in the design of instructional programs.</li> <li>• District leadership does not provide updates on the progress toward accomplishing the mission and belief statements.</li> </ul>

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<b>7.1b</b> <b>Leadership decisions are focused on student academic performance and are data-driven and collaborative.</b>  <u><b>Examples of Supporting Evidence:</b></u> <ul style="list-style-type: none"> <li>• Data analysis summaries/reports</li> <li>• Local board of education meeting agenda and minutes</li> <li>• Meeting agenda and minutes</li> <li>• Perception surveys</li> <li>• Kentucky Performance Report</li> <li>• Scholastic audit/review reports</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b> <ul style="list-style-type: none"> <li>• District leadership collaborates with school and community stakeholders to analyze student performance data and information from multiple sources and establishes a feedback loop to assist schools in making informed programmatic and academic decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>District leadership, in collaboration with the leadership of the schools, regularly analyzes student performance data and information from other sources and uses the results of that analysis to support the schools in making informed programmatic and academic decisions.</b></li> </ul>	<ul style="list-style-type: none"> <li>• District leadership analyzes state assessment data and sometimes uses the results of that analysis to support schools in making academic decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• District leadership does not analyze assessment data to support schools in making academic decisions.</li> </ul>

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<b>7.1c</b> <b>There is evidence that all administrators have a growth plan focused on the development of effective leadership skills.</b>  <u><b>Examples of Supporting Evidence:</b></u> <ul style="list-style-type: none"> <li>• Individual growth plans of administrators</li> <li>• Administrator interviews</li> <li>• Effective Instructional Leadership Act documentation</li> <li>• Documentation of development, review and revision of administrator individual growth plans</li> <li>• Local board of education policy/ administrative regulations</li> <li>• Leadership self-assessments</li> <li>• List of professional development offerings</li> <li>• Comprehensive district improvement plan</li> <li>• Professional portfolios</li> <li>• Perception surveys</li> <li>• Needs assessment data</li> <li>• State approved leadership standards</li> <li>• Scholastic audit/review reports</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b> <ul style="list-style-type: none"> <li>• The individual growth plan of each district and school administrator focuses on effective leadership skills that sustain a balance between strong support of student achievement and effective organizational management.</li> <li>• All school and district administrators collaborate to develop common goals for individual growth plans that support the improvement plans of the district and all the schools.</li> <li>• The district has created and sustains a district-wide leadership academy that includes a coaching/mentoring network that provides follow-up and support to current and aspiring administrators to enhance their leadership skills.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The individual growth plan of each district and school administrator focuses on effective leadership skills designed to support teaching and learning and promote student achievement.</b></li> <li>• <b>The individual growth plan of each district and school administrator is designed and implemented in collaboration with the evaluator and addresses professional needs based on district developed and state approved leadership standards, as well as goals identified in the comprehensive school and district improvement plans.</b></li> <li>• <b>The individual growth plan of each district and school administrator is fully implemented, reviewed regularly and revised as needed.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Each district and school administrator has an individual growth plan, but not all of the plans have a focus on leadership skills designed to support teaching and learning and promote student achievement.</li> <li>• Each district and school administrator unilaterally designs an individual growth plan, or not all of the growth plans are based on district developed and state approved standards and congruent with the improvement goals of the school and district.</li> <li>• The individual growth plans of district and school administrators are not always fully implemented or reviewed for possible modification.</li> </ul>	<ul style="list-style-type: none"> <li>• Not all administrators have an individual growth plan.</li> <li>• The individual growth plans of district and school administrators are not based on district developed and state approved standards and lack congruency with the improvement goals of the school.</li> <li>• The individual growth plans of district and school administrators are not implemented.</li> </ul>

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<b>7.1d</b> <b>There is evidence that the school/district leadership team disaggregates data for use in meeting the needs of a diverse population, communicates the information to school staff and incorporates the data systematically into the school's plan.</b>  <u><b>Examples of Supporting Evidence:</b></u> <ul style="list-style-type: none"> <li>• Data analysis summaries</li> <li>• School council agenda and minutes</li> <li>• Local board of education meeting agenda and minutes</li> <li>• Comprehensive district improvement plan</li> <li>• District staff member, school staff member, parent school council member and local board of education member interviews</li> <li>• Kentucky Performance Report</li> <li>• Scholastic audit/review reports</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b> <ul style="list-style-type: none"> <li>• District leadership compares the academic achievement of population subgroups of the school with the academic achievement of comparable population subgroups in similar and high performing districts to inform decision-making to meet the needs of the district's diverse population.</li> <li>• Data disaggregated by subgroups is presented at open public meetings, feedback is sought to focus district improvement efforts and stakeholder work teams are established to consider the feedback and make recommendations to the local board of education.</li> <li>• The results of analysis of disaggregated data are validated against educational research to identify goals and needs for the comprehensive district improvement plan.</li> <li>• The district provides additional resources beyond normal allocations to facilitate the efforts of schools to close achievement gaps.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>District leadership disaggregates and analyzes data comparing academic achievement of population subgroups (e.g., by income level, ethnicity, gender, exceptional children) in order to inform decision-making to meet the needs of the district's diverse population.</b></li> <li>• <b>Information on data disaggregated by subgroups is formally presented to the local board of education and school councils.</b></li> <li>• <b>Analysis of disaggregated data is an integral part of the district's improvement planning process and is used to identify district-wide goals and needs.</b></li> <li>• <b>District leadership identifies district-wide student performance gaps and provides support to schools in their efforts to close these gaps.</b></li> </ul>	<ul style="list-style-type: none"> <li>• District leadership analyzes data comparing academic achievement of population subgroups, but does not use the results of data analysis to inform decision-making.</li> <li>• Information on data disaggregated by subgroups is informally shared with the local board of education and/or school councils.</li> <li>• Analysis of disaggregated data is considered during the district's improvement planning process, but is not intentionally used to identify district-wide goals and needs.</li> <li>• District leadership identifies district-wide student performance gaps, but provides limited support to schools in their efforts to close these gaps.</li> </ul>	<ul style="list-style-type: none"> <li>• District leadership does not analyze data comparing academic achievement of population subgroups.</li> <li>• Information on disaggregated data is not shared with stakeholders.</li> <li>• Disaggregated data is not incorporated into the comprehensive district improvement plan.</li> <li>• District leadership does not identify district-wide student performance gaps.</li> </ul>

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<b>7.1e</b> <b>Leadership ensures all instructional staff have access to curriculum related materials and the training necessary to use curricular and data resources relating to the learning goals for Kentucky public schools.</b>  <u><b>Examples of Supporting Evidence:</b></u> <ul style="list-style-type: none"> <li>• Comprehensive district improvement plan/comprehensive school improvement plans</li> <li>• Documentation of professional development days/release time</li> <li>• Staff member interviews</li> <li>• Units of study/lesson plans</li> <li>• Professional curriculum resources</li> <li>• Curriculum maps</li> <li>• District budget</li> <li>• Scholastic audit/review reports</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b> <ul style="list-style-type: none"> <li>• District leadership ensures that Kentucky’s curriculum documents, other curricular materials and data resources are readily available on-line.</li> <li>• District leadership provides opportunities for staff members to participate in external curriculum development experiences (e.g., national conferences, state-wide workshops).</li> <li>• The district provides research-informed resources and incentives to school leadership teams to enable them to initiate and sustain capacity-building efforts centered around standards-based curriculum materials in support of Kentucky’s learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>District leadership ensures that district and school staff members have access to and are trained in the use of Kentucky’s curriculum documents, other curriculum-related materials and data resources.</b></li> <li>• <b>District leadership shares curriculum information from internal and external professional sources (e.g., educational cooperatives, Kentucky Department of Education, national resources) with the local board of education, school councils and staff members.</b></li> <li>• <b>District leadership facilitates and supports the establishment of a leadership team in every school in order to build internal training capacity on Kentucky’s standards-based curriculum materials.</b></li> </ul>	<ul style="list-style-type: none"> <li>• District leadership has provided district and school staff members with access to Kentucky’s curriculum documents, but has provided limited training on ways to use the documents.</li> <li>• School leadership occasionally shares curriculum information from internal and/or external professional sources with the local board of education, school councils and staff members.</li> <li>• District leadership expects each school to establish a leadership team, but does not fully support school efforts to do so.</li> </ul>	<ul style="list-style-type: none"> <li>• District leadership does not provide district and school staff members with access to Kentucky’s curriculum documents.</li> <li>• District leadership does not share curriculum information.</li> <li>• District leadership encourages each school to establish a leadership team, but does not support school efforts to do so.</li> </ul>

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<b>7.1g</b> <b>Leadership plans and allocates resources, monitors progress, provides the organizational infrastructure, and removes barriers in order to sustain continuous school improvement.</b>  <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> <li>• Comprehensive district improvement plan</li> <li>• Local board of education meeting agenda and minutes</li> <li>• School/district budgets</li> <li>• Staff member, local board of education member, parent school council member and student interviews</li> <li>• Perception surveys</li> <li>• Building inspection records</li> <li>• Maintenance reports</li> <li>• Local board of education/district leadership meeting agenda/minutes</li> <li>• Work orders</li> <li>• Safe schools reports</li> <li>• Transportation policies, plans and procedures</li> <li>• Food services policies, plans and procedures</li> <li>• Scholastic audit/review reports</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b> <ul style="list-style-type: none"> <li>• District leadership secures additional resources and/or reallocates funds to support the visions, missions and strategic priorities of the schools.</li> <li>• Exemplary use of sufficient resources support the learning goals of the school.</li> <li>• District leadership collaborates with the leadership of all schools and community members to provide and maintain a supportive, safe, healthy and equitable learning and working environment for both students and staff members.</li> <li>• District and school leadership establish a “critical friends” network to monitor and modify the instructional programs, organizational practices and physical facilities of the schools across the district. The network provides an opportunity for “shared learnings” and collaboration that maximizes the impact of resources in these areas.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Allocation of resources (e.g., fiscal, human, physical, time) by district leadership is equitable; consistent with the visions, missions and strategic priorities of the district and schools and focused on student learning.</b></li> <li>• <b>District allocation of fiscal resources is sufficient to support the learning goals of the schools and distribution of funds is equitable. Financial technical assistance is provided to schools.</b></li> <li>• <b>District leadership supports the efforts of school leadership to provide and maintain a supportive, safe, healthy and equitable learning and working environment for both students and staff members.</b></li> <li>• <b>District leadership collaborates with school leadership to monitor and modify the instructional programs, organizational practices and physical facilities of the schools, as needed, to support student performance.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Allocation of resources (fiscal, human, physical, time) is not always consistent with the vision, mission and strategic priorities of the district and schools or may not focus on student learning.</li> <li>• District allocation of fiscal resources is sufficient to support the learning goals of the schools, but the distribution of funds is not always equitable and/or financial technical assistance is not always provided to schools.</li> <li>• District leadership does not fully support the efforts of school leadership to maintain a supportive, safe, healthy and equitable learning and working environment for students and staff members.</li> <li>• District leadership monitors the instructional programs, organizational practices and physical facilities of the schools, but does not motivate school leadership to make necessary modifications to support student performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Allocation of resources is capricious, and is not focused on student learning.</li> <li>• District allocation of fiscal resources is not sufficient to support the learning goals of the schools.</li> <li>• District leadership does not establish conditions conducive to a supportive, safe, healthy and equitable learning and working environment.</li> <li>• District leadership does not monitor the instructional programs, organizational practices and physical facilities of the schools.</li> </ul>

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<b>7.1h</b> <b>The school/district leadership provides the organizational policy and resource infrastructure necessary for the implementation and maintenance of a safe and effective learning environment.</b>  <u><b>Examples of Supporting Evidence:</b></u> <ul style="list-style-type: none"> <li>Local board of education policies and procedures</li> <li>Building inspection reports</li> <li>Maintenance reports</li> <li>Staff member, local board member and student interviews</li> <li>District budgets</li> <li>District facility plan</li> <li>Construction plans</li> <li>Transportation policies, plans and procedures</li> <li>Food services policies, plans and procedures</li> <li>District report card</li> <li>District Web site</li> <li>Center for School Safety assessment summary reports</li> <li>Scholastic audit/review reports</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b> <ul style="list-style-type: none"> <li>The local board of education regularly evaluates the adopted policy and modifies the policy as necessary. Implementation of procedures is monitored to ensure that a supportive, safe, healthy, orderly and equitable learning and working environment is maintained for both students and staff members.</li> <li>District leadership redirects funds for school maintenance as necessary to optimize conditions for learning.</li> <li>District leadership collaborates with school leadership and community stakeholders to obtain additional funding to provide extraordinary facilities and equipment to enhance the learning environment.</li> <li>The local facility planning committee proactively anticipates the future facility needs of the district and makes recommendations to the local board of education.</li> </ul>	<ul style="list-style-type: none"> <li><b>The local board of education establishes policies and district leadership implements procedures that provide for and maintain a supportive, safe, healthy, orderly and equitable learning and working environment for both students and staff members.</b></li> <li><b>District leadership systematically provides maintenance for school facilities that ensures a physical environment that optimizes conditions for learning.</b></li> <li><b>District leadership ensures that funds are allocated to provide quality facilities and equipment at the schools to support a safe and effective learning environment.</b></li> <li><b>The local facility planning committee regularly meets to analyze data, prioritize district facility needs and reports to the local board of education.</b></li> </ul>	<ul style="list-style-type: none"> <li>The local board of education establishes policies that provide for a supportive, safe, healthy, orderly and equitable learning and working environment for students and staff members, but either district leadership does not fully implement the policies and procedures or the effort is not sustained.</li> <li>District leadership provides maintenance for emergencies, but routine preventative maintenance is often delayed.</li> <li>District leadership allocates funds for facilities and equipment, but the focus is not on equitably supporting the learning environment of schools.</li> <li>The local facility planning committee does not provide substantial direction to the board of education.</li> </ul>	<ul style="list-style-type: none"> <li>The local board of education does not establish policies conducive to a supportive, safe, healthy, orderly and equitable learning and working environment.</li> <li>District leadership is not responsive to the maintenance needs of the schools.</li> <li>District leadership does not allocate sufficient funds for facilities or equipment to support the learning environment of schools.</li> <li>There is no local facility planning committee.</li> </ul>

Indicator	Ratings of Performance			
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<p><b>7.1j</b> <b>There is evidence that the School Based Decision Making council has an intentional focus on student academic performance.</b></p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> <li>• District leadership meeting agenda and minutes</li> <li>• School council meeting agenda and minutes</li> <li>• Comprehensive district improvement plan</li> <li>• Comprehensive school improvement plans</li> <li>• Implementation and impact checks</li> <li>• Copies of financial and other support documents</li> <li>• Data analysis summaries/reports</li> <li>• District staff member, school staff member and parent school council member interviews</li> </ul>	<ul style="list-style-type: none"> <li>• District leadership customizes reports as requested and provides personal delivery of the reports at a regular meeting of the school council.</li> <li>• The district liaison meets regularly with other district staff members to coordinate district support and services to school councils.</li> <li>• District leadership facilitates discussions to share ideas among school councils and with district staff members, perhaps implementing a Council of Councils as a systematic way to ensure district wide school council cooperation.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>District leadership makes accurate financial and other support documents available to school leadership in a timely manner. In addition, training is provided to school staff members to facilitate their understanding of the various reports.</b></li> <li>• <b>A district staff member who is thoroughly trained in SBDM and knowledgeable of the individual school serves as a liaison to each school council, meeting with the council on a regular schedule.</b></li> <li>• <b>District leadership has implemented a systematic process for comprehensive support of school councils in all areas of management and leadership.</b></li> </ul>	<ul style="list-style-type: none"> <li>• District leadership provides financial and other support documents to school leadership, but either the documents are not provided in a timely manner or no training is provided to school staff members to assist them in understanding the documents.</li> <li>• A district staff member is assigned as a liaison to the school council of each individual school, but the liaison is either not thoroughly trained in SBDM, not knowledgeable of the individual school or does not meet with the council on a regular schedule.</li> <li>• District leadership provides support for school councils, but the process is neither systematic nor comprehensive.</li> </ul>	<ul style="list-style-type: none"> <li>• District leadership does not provide financial and other support documents to school leadership.</li> <li>• District staff members are not assigned as liaisons to the school council of individual schools.</li> <li>• District leadership does not have a process for support of school councils.</li> </ul>



EFFICIENCY STANDARD 8 – ORGANIZATIONAL STRUCTURE and RESOURCES

Standard 8: The organization of the school/district maximizes use of time, all available space and other resources to maximize teaching and learning and support high student and staff performance.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p><b>8.1c</b> <b>The instructional and non-instructional staff are allocated and organized based upon the learning needs of all students.</b></p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"><li>• District staffing policy</li><li>• State staffing requirements</li><li>• Local Educator Assignment Data forms</li><li>• School and district staff member interviews</li><li>• Scholastic audit/review reports</li></ul>	<p><b>Meets criteria for a rating of “3” on this indicator plus:</b></p> <ul style="list-style-type: none"><li>• Abundant staff allocations exceed state requirements for student/teacher ratio and are leveraged to address specific student needs.</li><li>• District staff members collaborate with school staff members to establish an integrated school instructional team.</li></ul>	<ul style="list-style-type: none"><li>• <b>Staffing allocations to schools meet state requirements for student/teacher ratios and are based on school council requests and analysis of student performance data. All staffing allocations to schools are designed to address specific student needs in each school.</b></li><li>• <b>District staff members are assigned to provide effective support to all schools to meet the needs of students.</b></li></ul>	<ul style="list-style-type: none"><li>• Staffing allocations by the district to schools meet state requirements for student/teacher ratios, but additional staff allocations are sometimes influenced by criteria other than student needs.</li><li>• District staff members provide support to schools, but the assignment is not made with a focus on the needs of students at all schools.</li></ul>	<ul style="list-style-type: none"><li>• Staffing allocations are made with no consideration of student needs and school council requests.</li><li>• District staff members perform only administrative functions in the support of schools.</li></ul>

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p><b>8.2a</b> The school/district provides a clearly defined process (in accordance with the school council allocation formula) to provide equitable and consistent use of fiscal resources.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> <li>• District budgets and school allocations</li> <li>• Local board of education policies</li> <li>• District procedure manuals</li> <li>• Local board of education meeting agenda and minutes</li> <li>• School council meeting agenda and minutes</li> <li>• District financial reports</li> <li>• District and school staff member, school council member, local board of education member and district budget committee member interviews</li> <li>• District Web page</li> <li>• Scholastic audit/review reports</li> </ul>	<p><b>Meets criteria for a rating of “3” on this indicator plus:</b></p> <ul style="list-style-type: none"> <li>• Representatives of multiple stakeholder groups (e.g., parents, teachers, community leaders, students) are involved in budget development.</li> <li>• District leadership has established a clearly defined process for supporting schools in obtaining resources from external sources to augment school allocations.</li> <li>• District leadership provides financial management training to all school councils to proactively build and sustain exemplary financial decision-making capacity at the schools.</li> <li>• The district’s financial records are posted in a public venue (e.g., public library, Web page) and local board of education members are provided access to basic MUNIS finance and budget support.</li> <li>• District leadership provides schools with budget estimates for planning purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The local board of education has adopted a clearly defined budget policy and district leadership has implemented budgetary procedures to allocate funds to meet the identified needs of students.</b></li> <li>• <b>District leadership supports schools in obtaining resources from external sources (e.g., grants, instructional materials) to augment school allocations.</b></li> <li>• <b>District leadership provides budget guidance and follow-up support to school councils and makes suggestions to ensure allocation of funds to meet the identified needs of students.</b></li> <li>• <b>The district budget is published, easily accessible by stakeholders and regularly discussed and reviewed at local board of education meetings.</b></li> <li>• <b>District leadership provides schools with funding allocations in a timely manner.</b></li> </ul>	<ul style="list-style-type: none"> <li>• The local board of education has a budget policy, but it is not clearly defined or district leadership has not fully implemented budgetary procedures to allocate funds to meet the identified needs of students.</li> <li>• District leadership does not always support schools in obtaining resources from external sources to augment school allocations.</li> <li>• District leadership provides budget guidance and follow-up support to school councils upon the request of school leadership.</li> <li>• The district budget is available to the public upon request.</li> <li>• District leadership does not always provide schools with funding allocations in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>• The local board of education does not have a budget policy.</li> <li>• District leadership does not support schools in their efforts to obtain resources from external sources.</li> <li>• District leadership does not provide budget guidance and follow-up support to school councils.</li> <li>• The district budget is not available for review.</li> <li>• District leadership does not provide funding allocations to the schools in a timely manner.</li> </ul>

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<b>8.2b</b> <b>The school/district budget reflects decisions made about discretionary funds and resources are directed by an assessment of need or a required plan, all of which consider appropriate data.</b>  <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> <li>• Comprehensive district improvement plan</li> <li>• District budgets</li> <li>• District and school financial reports</li> <li>• Local board of education budget policy</li> <li>• District procedures manuals</li> <li>• Local board of education meeting agenda and minutes</li> <li>• School needs assessment data</li> <li>• School vision and mission statements</li> <li>• District vision and mission statements</li> <li>• District and school staff member, parent school council member and other stakeholder interviews</li> <li>• Scholastic audit/review reports</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b> <ul style="list-style-type: none"> <li>• The local board of education has developed budget policy with input from staff members and other stakeholders.</li> <li>• District leadership ensures that abundant discretionary funds support the vision and mission statements of the school and district and relate directly to student needs.</li> <li>• The district provides abundant resources for “assistance” schools in the areas of need identified in audit/review reports to ensure implementation of all recommendations incorporated into the comprehensive school improvement plans.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The local board of education has adopted a policy and district leadership has implemented operational procedures for budget planning and distribution of funds.</b></li> <li>• <b>District leadership ensures that expenditures of school discretionary funds relate directly to identified student needs and follow established operational procedures.</b></li> <li>• <b>The district provides sufficient resources for “assistance” schools in the areas of need identified in audit/review reports to ensure implementation of all recommendations incorporated into the comprehensive school improvement plans.</b></li> </ul>	<ul style="list-style-type: none"> <li>• The local board of education has adopted policy and district leadership has established procedures for distribution of funds, but the procedures are not always followed.</li> <li>• District leadership does not always ensure that the expenditure of school discretionary funds follows operational procedures or that expenditures match identified student needs.</li> <li>• The district provides limited resources for “assistance” schools in the areas of need identified in audit/review reports and reflected in the goals of the comprehensive school improvement plans.</li> </ul>	<ul style="list-style-type: none"> <li>• There are no specific district policies or operational procedures for budget planning and distribution of funds.</li> <li>• District leadership does not ensure that the expenditure of school discretionary funds follows operational procedures or that expenditures match identified student needs.</li> <li>• The district does not provide additional resources for “assistance” schools.</li> </ul>

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p><b>8.2c</b> <b>School councils and school boards analyze funding and other resource requests to ensure the requests are tied to the school’s plan and identified priority needs.</b></p> <p><u><b>Examples of Supporting Evidence:</b></u></p> <ul style="list-style-type: none"><li>• Comprehensive district improvement plan</li><li>• Local board of education meeting agenda and minutes</li><li>• District financial management procedures</li><li>• District budgets</li><li>• Documentation of grant awards</li><li>• District and school staff member interviews</li><li>• Scholastic audit/review reports</li></ul>	<p><b>Meets criteria for a rating of “3” on this indicator plus:</b></p> <ul style="list-style-type: none"><li>• District leadership engages representatives of all stakeholder groups in long-term financial planning to ensure that expenditures proactively meet the anticipated future needs of the district’s students.</li><li>• Section 7 funds are distributed on a petition basis of data-informed needs identified in the comprehensive school improvement plans.</li></ul>	<ul style="list-style-type: none"><li>• <b>Budget decisions are data-informed, intentional and aligned with the action components of the comprehensive district improvement plan.</b></li><li>• <b>Section 7 funds are distributed in accordance with state statute and regulation (702 KAR 3:346).</b></li></ul>	<ul style="list-style-type: none"><li>• Some budget decisions are aligned with the action components of the comprehensive district improvement plan, but they may not be intentional or informed by data.</li><li>• Section 7 funds are distributed, but not by a systemic planned approach.</li></ul>	<ul style="list-style-type: none"><li>• Budget decisions are not aligned with the action components of the comprehensive district improvement plan.</li><li>• Section 7 funds are not distributed.</li></ul>

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<b>8.2d</b> <b>State and federal program resources are allocated and integrated (Safe Schools, Title 1, Individuals with Disabilities Education Act, Family Resource/Youth Services Centers, Extended School Services) to address student needs identified by the school/district.</b>  <u><b>Examples of Supporting Evidence:</b></u> <ul style="list-style-type: none"> <li>• Comprehensive district improvement plan</li> <li>• Comprehensive school improvement plans</li> <li>• District budgets (5 year history)</li> <li>• Categorical programs financial reports (5 year history)</li> <li>• Local board of education meeting agenda and minutes</li> <li>• District and school staff member interviews</li> <li>• Scholastic audit/review reports</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b> <ul style="list-style-type: none"> <li>• All categorical funds are appropriately and effectively integrated with general funds to maximize support of identified student needs.</li> <li>• District categorical funds are allocated based on requests of school councils.</li> <li>• Categorical funds are expended to encourage research-informed and innovative program strategies to be implemented in the classroom to meet specific student needs.</li> <li>• School leadership engages representatives of all stakeholder groups in long-term financial planning to ensure that expenditures of revenue from multiple sources are leveraged to maximize student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All categorical funds are allocated to support identified student needs.</b></li> <li>• <b>School councils have input into categorical program allocations within program guidelines.</b></li> <li>• <b>The expenditure of categorical funds is monitored and analyzed frequently. Program strategies are revised based on the evaluation of specific student needs.</b></li> <li>• <b>Revenue from multiple sources is consistently integrated to maximize student achievement.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Categorical funds do not always support identified student needs.</li> <li>• School councils have some input into categorical program allocations.</li> <li>• The expenditure of categorical funds may be monitored, but program strategies are not always revised based on the evaluation of specific student needs.</li> <li>• Revenue from various sources is not always integrated to maximize student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• Categorical funds are not used to support identified student needs.</li> <li>• School councils have no input into categorical program allocations.</li> <li>• The expenditure of categorical funds is not monitored.</li> <li>• Revenue from various sources is not integrated.</li> </ul>

EFFICIENCY STANDARD 9 – COMPREHENSIVE AND EFFECTIVE PLANNING

Standard 9: The school/district develops, implements and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction and action plan focused on teaching and learning.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p><b>9.1a</b> There is evidence that a collaborative process was used to develop the vision, beliefs, mission and goals that engage the school community as a community of learners.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"><li>• Executive summary of the comprehensive district improvement plan</li><li>• Mission and belief statements</li><li>• Local board of education/committee meeting agenda and minutes</li><li>• Staff member, community member, district improvement planning team member and parent/family member interviews</li><li>• District improvement planning team meeting agenda and minutes</li><li>• Perception surveys</li><li>• Scholastic audit/review reports</li></ul>	<p>Meets criteria for a rating of “3” on this indicator plus:</p> <ul style="list-style-type: none"><li>• During the development of the district’s vision, mission, beliefs and goal statements, representatives of stakeholder groups confer with and obtain input from their constituent organizations.</li><li>• Drafts of these statements were presented by teams composed of representatives of stakeholder groups at open meetings, and public comment was sought and considered prior to final adoption.</li></ul>	<ul style="list-style-type: none"><li>• <b>Representatives of stakeholder groups reflecting the diversity of the schools’ learning communities collaborate to draft and finalize the district’s vision, mission, beliefs and goal statements.</b></li><li>• <b>Drafts of these statements were presented to the general public at open meetings, and public comment was encouraged prior to final adoption.</b></li></ul>	<ul style="list-style-type: none"><li>• A collaborative process is established that involves school and district staff members in defining the district’s vision, beliefs, mission and goals; but it provides a limited role for other stakeholders (e.g., students, parents, community members).</li><li>• Drafts of these statements were presented to the general public at open meetings, but opportunity for public comment was not always provided.</li></ul>	<ul style="list-style-type: none"><li>• No effort is made to establish a collaborative process to define the district’s vision, beliefs, mission and goals.</li><li>• Drafts of these statements were not presented to the general public.</li></ul>

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<b>9.2a</b> <b>There is evidence the school/district planning process involves collecting, managing and analyzing data.</b>  <b><u>Examples of Supporting Evidence:</u></b> <ul style="list-style-type: none"> <li>• Comprehensive district improvement plan</li> <li>• Comprehensive school improvement plans</li> <li>• Implementation and impact checks</li> <li>• Local board meeting agenda and minutes</li> <li>• School and district staff member, parent/family member, district improvement planning team member and community member interviews</li> <li>• District improvement planning team meeting agenda and minutes</li> <li>• Perception surveys</li> <li>• District profile</li> <li>• District report card</li> <li>• School report cards</li> <li>• Documentation of data analysis</li> <li>• Software Technology, Incorporated reports</li> <li>• Kentucky Performance Report</li> <li>• Scholastic audit/review reports</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b> <ul style="list-style-type: none"> <li>• The systematic data analysis process includes the identification of trends, projections and correlations of data, as well as the identification of emerging issues to inform decision-making at the district and school levels.</li> <li>• District profile data are disaggregated, analyzed and disseminated to all staff members, who apply the implications of the data to instructional decision-making.</li> <li>• The analysis of data is validated against educational research to support the design of curriculum, assessment and instruction that fosters positive change and creates a culture of high achievement for all students.</li> <li>• The district establishes and maintains a district-wide, state-of-the-art data management system that is also accessible throughout the district.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>There is a systematic process for collecting, managing and analyzing data that enables the district to determine areas of strength and limitation and that informs decision-making at the district and school levels.</b></li> <li>• <b>District profile data reflect the district’s overall performance, are disaggregated and are analyzed by school and by appropriate subgroups (e.g., gender, race/ethnic group, economic level).</b></li> <li>• <b>The sets of data collected in each area of the profile are integrated and analyzed using a systems approach, and the analysis includes comparison to similar and high-performing districts.</b></li> <li>• <b>A data management system is in place that allows ready access to the district’s longitudinal profile data for revision and analysis over time.</b></li> </ul>	<ul style="list-style-type: none"> <li>• There is a process for collecting, managing and analyzing data that enables the district to determine areas of strength and limitation, but the data analysis is not used to inform decision-making at the district and school levels.</li> <li>• District profile data reflect the district’s overall performance, but the data are not always disaggregated and analyzed by schools and appropriate subgroups.</li> <li>• The sets of data collected for the profile are not always integrated or analyzed using a systems approach.</li> <li>• A data management system is in place, but access to the school’s data is difficult and hinders analysis of data over time.</li> </ul>	<ul style="list-style-type: none"> <li>• There is an inefficient process for collecting, managing and analyzing data.</li> <li>• District profile data does not accurately reflect the district’s overall performance.</li> <li>• The sets of data collected for the profile are not analyzed using a systems approach.</li> <li>• There is no data management system in place.</li> </ul>

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<b>9.2b</b> <b>The school/district uses data for school improvement planning.</b>  <u><b>Examples of Supporting Evidence:</b></u> <ul style="list-style-type: none"> <li>• Comprehensive district improvement plan</li> <li>• Written and graphical data analyses</li> <li>• Staff member, parent/family member, district improvement planning team member and community member interviews</li> <li>• District improvement planning team meeting agenda and minutes</li> <li>• Kentucky Performance Report</li> <li>• CTB reports</li> <li>• Other student achievement data</li> <li>• Perception surveys</li> <li>• Needs assessment data</li> <li>• District profile</li> <li>• Scholastic audit/review reports</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b> <ul style="list-style-type: none"> <li>• The collected data are used to anticipate and proactively address future needs.</li> <li>• Analysis of trend data is conducted and is reflected in the objectives of the comprehensive district improvement plan. The data are viewed as a stimulus for improvement, rather than merely a snapshot of current conditions.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The collected data are used to identify and prioritize areas of need for the comprehensive district improvement plan. Aggregated student achievement data are a significant part of the data used to identify and prioritize needs.</b></li> <li>• <b>The analysis of the data contained in the district’s profile guides the district improvement planning process and is reflected in the objectives of the plan.</b></li> </ul>	<ul style="list-style-type: none"> <li>• The collected data are used to identify areas of need for the comprehensive district improvement plan. Aggregated student achievement data are sometimes used to identify and prioritize needs, but they are not used in a consistent and deliberate manner.</li> <li>• There is some analysis of the data to guide district improvement, but either the implications of the analysis are not fully explored or the analysis is only partially reflected in the objectives of the comprehensive district improvement plan.</li> </ul>	<ul style="list-style-type: none"> <li>• The collected data are not used to identify and prioritize areas of need for the comprehensive district improvement plan.</li> <li>• Analysis of profile data is not used for district improvement planning and/or is not reflected in the objectives of the plan.</li> </ul>



Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<b>9.3a</b> <b>School and district plans reflect learning research, current local, state and national expectations for student learning and are reviewed by the planning team.</b>  <u><b>Examples of Supporting Evidence:</b></u> <ul style="list-style-type: none"> <li>• Comprehensive district improvement plan</li> <li>• Standards-based curriculum documents</li> <li>• Staff member, parent/family member, district improvement planning team member and community member interviews</li> <li>• Local board of education meeting agenda and minutes</li> <li>• District improvement planning team meeting agenda and minutes</li> <li>• Professional library/resources</li> <li>• Research findings</li> <li>• Scholastic audit/review reports</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b> <ul style="list-style-type: none"> <li>• Staff members implement the educational research findings of the district improvement planning team in designing appropriate instructional strategies that are specified in the improvement plans of the schools in the district.</li> <li>• District leadership incorporates interdisciplinary district-wide goals for student learning into the comprehensive district improvement plan.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The district improvement planning team conducts a review of the latest educational research that has implications for student learning and reports its findings to the local board of education and school councils.</b></li> <li>• <b>District leadership considers district and state standards as they work with the district improvement planning team to determine the goals and objectives of the comprehensive district improvement plan.</b></li> </ul>	<ul style="list-style-type: none"> <li>• The district improvement planning team conducts a review of educational research, but the implications of the research for student learning are not fully considered.</li> <li>• District leadership considers district and state standards, but does not use the team’s findings to determine the goals and objectives of the comprehensive district improvement plan.</li> </ul>	<ul style="list-style-type: none"> <li>• The district improvement planning team does not review educational research.</li> <li>• District leadership does not consider state standards when determining the goals and objectives of the comprehensive district improvement plan.</li> </ul>

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<b>9.3b</b> <b>The school/district analyzes their students' unique learning needs.</b>  <u><b>Examples of Supporting Evidence:</b></u> <ul style="list-style-type: none"> <li>• Comprehensive school improvement plans</li> <li>• Comprehensive district improvement plan</li> <li>• Perception surveys</li> <li>• Needs assessment data</li> <li>• Staff member, parent/family member, student, district improvement planning team member and community member interviews</li> <li>• District improvement planning team meeting agenda and minutes</li> <li>• Documentation of data analysis</li> <li>• Kentucky Performance Report</li> <li>• CTB reports</li> <li>• Other student achievement data</li> <li>• District improvement team meeting agenda and minutes</li> <li>• School profiles</li> <li>• District profile</li> <li>• Scholastic audit/review reports</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b> <ul style="list-style-type: none"> <li>• The district improvement team conducts additional surveys of stakeholder perceptions as needed.</li> <li>• The district improvement team has established self-assessment mechanisms and collects data to ensure that their efforts are holistically serving the school and district improvement efforts.</li> <li>• District leadership regularly analyzes student performance data and develops a district strategy that empowers teachers and administrators to make decisions that support success for students with special learning needs and for the student population as a whole and on a school-by-school basis.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The district improvement planning team reviews the results of school surveys of stakeholder perceptions on the strengths and limitations of the schools in meeting the unique learning needs of students.</b></li> <li>• <b>Student performance data are collected from multiple sources to verify strengths and to establish a baseline in areas of limitation so that improvements in student learning can be monitored over time.</b></li> <li>• <b>District leadership analyzes student performance data to identify students with special learning needs that are not being met and to identify achievement gaps within the student population as a whole and on a school-by-school basis.</b></li> </ul>	<ul style="list-style-type: none"> <li>• The district improvement planning team reviews the results of school surveys of stakeholder perceptions on the strengths and limitations of the schools in meeting the unique learning needs of students, but either the survey results are not thoroughly analyzed or are not consistently used as a data source for planning.</li> <li>• Student performance data are collected to verify strengths, but either the data is collected from only a single source or the data are not used to establish a baseline in areas of limitation so that improvements in student learning can be monitored over time.</li> <li>• District leadership analyzes student performance data, but either the analysis is not always used to identify students that have special learning needs or is inadequate to help the district identify gaps.</li> </ul>	<ul style="list-style-type: none"> <li>• The district improvement planning team does not review the results of school surveys of stakeholder perceptions on the strengths and limitations of the schools in meeting the unique learning needs of students.</li> <li>• Data are not collected to verify the strengths and limitations of the schools in improving student learning.</li> <li>• The district does not analyze student performance data to identify student learning needs.</li> </ul>

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<b>9.3c</b> <b>The desired results for student learning are defined.</b>  <u><b>Examples of Supporting Evidence:</b></u> <ul style="list-style-type: none"> <li>• Comprehensive district improvement plan</li> <li>• Comprehensive school improvement plans</li> <li>• Student performance level descriptions</li> <li>• Staff member, local board of education member, parent/family member, district improvement planning team member and community member interviews</li> <li>• Local board of education meeting agenda and minutes</li> <li>• District improvement planning team meeting agenda and minutes</li> <li>• Scholastic audit/review reports</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b> <ul style="list-style-type: none"> <li>• The desired results for student learning are regularly reviewed and modified as necessary.</li> <li>• The desired results for student learning anticipate the needs of the district’s population as life-long learners with a focus on access and equity.</li> <li>• District leadership, school leadership and representatives from all stakeholder groups collaborate to identify district-wide student learning goals and partner in a community of shared responsibility and commitment for achieving the goals of the comprehensive district and school improvement plans.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The desired results for student learning are clearly and concisely stated, defined in measurable terms and are accompanied by benchmarks.</b></li> <li>• <b>The desired results for student learning reflect meaningful and challenging learning goals and are aligned with the shared vision of the district and schools.</b></li> <li>• <b>District leadership has identified a manageable number of student learning goals as priorities for the comprehensive district improvement plan, and those goals are aligned with the goals of the comprehensive improvement plans of the schools. District and school staff members share a sense of responsibility for achieving the goals of the plans.</b></li> </ul>	<ul style="list-style-type: none"> <li>• The desired results for student learning are clearly stated, but not defined in measurable terms or accompanied by benchmarks.</li> <li>• Some of the desired results for student learning are meaningful and sufficiently challenging, but they are not all aligned with the shared vision of the district and schools.</li> <li>• District leadership has identified student learning goals as priorities for the comprehensive district improvement plan, but the number of goals is not manageable, or the goals are not aligned with the goals of the comprehensive improvement plans of the schools. Not all district and school staff members share a sense of responsibility for achieving the goals of the plan.</li> </ul>	<ul style="list-style-type: none"> <li>• The desired results for student learning are not stated.</li> <li>• The desired results for student learning are neither meaningful nor sufficiently challenging.</li> <li>• District leadership has not identified student learning goals as priorities for the comprehensive school improvement plans.</li> </ul>

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<b>9.4a</b> <b>Perceived strengths and limitations of the school/district instructional and organizational effectiveness are identified using the collected data.</b>  <u><b>Examples of Supporting Evidence:</b></u> <ul style="list-style-type: none"> <li>• Comprehensive district improvement plan</li> <li>• Comprehensive school improvement plans</li> <li>• Staff member, school council member, parent/family member, district improvement planning team member and community member interviews</li> <li>• Needs assessment data</li> <li>• Perception surveys</li> <li>• Documentation of data analysis</li> <li>• Local board of education meeting agenda and minutes</li> <li>• District improvement planning team meeting agenda and minutes</li> <li>• Kentucky Performance Report</li> <li>• Scholastic audit/review reports</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b> <ul style="list-style-type: none"> <li>• District and school staff members and representatives of stakeholder groups use data triangulation to review survey data from multiple sources to corroborate the identification of perceived strengths and limitations of the district and schools.</li> <li>• District and school leadership ensure that all four types of data (student learning, demographic, perception and school processes) are collected and intentionally used to verify the strength and limitations in the organizational and instructional domains of the district and schools and to validate the goals of their comprehensive improvement plans.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>District and school staff members and representatives of stakeholder groups review survey data to identify perceived strengths and limitations of the schools to inform district and school improvement planning.</b></li> <li>• <b>Additional data are analyzed to verify perceived strengths and limitations in the organizational and instructional domains of the district and schools to validate the goals of their comprehensive improvement plans.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Staff members sometimes review survey data to identify perceived strengths and limitations of the schools, but the results of the review are not always used to inform district and school improvement planning.</li> <li>• Additional data are analyzed, but the level of analysis is not always sufficient to verify the perceived strengths and limitations in the organizational and instructional domains of the district and schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff members do not review survey data to identify perceived strengths and limitations of the schools.</li> <li>• Data are not analyzed to verify the perceived strengths and limitations of the schools.</li> </ul>

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<b>9.4b</b> <b>The school/district goals for building and strengthening the capacity of the school/district instructional and organizational effectiveness are defined.</b>  <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> <li>• Action components of the comprehensive district improvement plan</li> <li>• Action components of the comprehensive school improvement plans</li> <li>• Staff member, district improvement planning team member and local board of education member interviews</li> <li>• Local board of education meeting agenda and minutes</li> <li>• District/school improvement planning team meeting agenda and minutes</li> <li>• Scholastic audit/review reports</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b> <ul style="list-style-type: none"> <li>• District improvement goals are visionary, validated against educational research and balanced between the instructional and organizational activities of the district and schools.</li> <li>• District and school leadership collaborate to identify milestones against which school improvement can be measured.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>District improvement goals are stated in clear, concise and measurable terms and are focused on building the capacity of the district and schools for instructional and organizational effectiveness.</b></li> <li>• <b>District staff members assist school leadership as needed to set clear, concise and measurable goals focused on building the capacity for instructional and organizational effectiveness of the schools.</b></li> </ul>	<ul style="list-style-type: none"> <li>• District improvement goals are generally stated in clear and concise terms, but either are not measurable or are not focused on the capacity of the district and schools for instructional and organizational effectiveness.</li> <li>• The district provides limited assistance to schools in setting goals focused on the capacity for instructional and organizational effectiveness of the schools.</li> </ul>	<ul style="list-style-type: none"> <li>• District improvement goals are not stated in clear, concise or measurable terms.</li> <li>• The district does not provide assistance to schools in setting goals.</li> </ul>

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<b>9.5a</b> <b>The action steps for school improvement are aligned with the school improvement goals and objectives.</b>  <u><b>Examples of Supporting Evidence:</b></u> <ul style="list-style-type: none"> <li>• Action components of the comprehensive district improvement plan</li> <li>• Action components of the comprehensive school improvement plans</li> <li>• Staff member, review team member, local board of education member and district improvement planning team member interviews</li> <li>• Local board of education meeting agenda and minutes</li> <li>• District/school improvement planning team meeting agenda and minutes</li> <li>• Scholastic audit/review reports</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b> <ul style="list-style-type: none"> <li>• The action components of the comprehensive district and school improvement plans are intentionally focused on equity of academic opportunity and access for all individual students as well as subpopulations.</li> <li>• The goals, objectives and activities of the comprehensive district improvement plan are seamlessly integrated into the practice of the district resulting in a culture of high achievement for all students.</li> <li>• Activities in the comprehensive district improvement plan are validated against best practices of similar and high-performing districts.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The action components of the comprehensive district and school improvement plans include an intentional focus on closing achievement gaps among subpopulations.</b></li> <li>• <b>The goals, objectives and activities of the comprehensive district improvement plan are all in alignment and are informed by the action components of the improvement plans of the schools.</b></li> <li>• <b>Activities in the comprehensive district improvement plan are grounded in research, sufficient to achieve the objectives and directly support school needs.</b></li> </ul>	<ul style="list-style-type: none"> <li>• The action components of the comprehensive district and school improvement plans may have an impact on closing achievement gaps among subpopulations, but the focus is not intentional.</li> <li>• The goals, objectives and activities of the comprehensive district improvement plan are in alignment, but they are not all informed by the action components of the improvement plans of the schools.</li> <li>• Activities in the comprehensive district improvement plan may be grounded in research, but are not always sufficient to achieve the objectives and may not directly support school needs.</li> </ul>	<ul style="list-style-type: none"> <li>• The action components of the comprehensive district and school improvement plans do not include a focus on closing achievement gaps.</li> <li>• The goals, objectives and activities of the comprehensive district improvement plan are not in alignment.</li> <li>• Activities in the comprehensive district improvement plan have no basis in research, are not sufficient to achieve the objectives and/or do not directly support school needs.</li> </ul>

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<b>9.5b</b> <b>The plan identifies the resources, timelines, and persons responsible for carrying out each activity.</b>  <u><b>Examples of Supporting Evidence:</b></u> <ul style="list-style-type: none"> <li>• Comprehensive district improvement plan</li> <li>• Staff member, local board of education member, district improvement planning team member and community member interviews</li> <li>• Local board of education meeting agenda and minutes</li> <li>• District improvement planning team meeting agenda and minutes</li> <li>• Scholastic audit/review reports</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b> <ul style="list-style-type: none"> <li>• The timelines established for the action components in the comprehensive district improvement plan are realistic without compromising educational idealism or detracting from the immediacy of impacting student performance.</li> <li>• Abundant resources are available for all activities in the comprehensive district and school improvement plans, constructing a bridge of support between goal setting and implementation of the plans.</li> <li>• The persons responsible for implementation of the action components of the comprehensive district improvement plan include representatives of other stakeholder groups as well as staff members.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The timelines established for the action components in the comprehensive district improvement plan are realistic and designed to have maximum impact on student performance.</b></li> <li>• <b>Adequate resources are identified for all activities in the comprehensive district improvement plan. All funding sources are integrated in the budget to support the plans of the district and the schools.</b></li> <li>• <b>The comprehensive district improvement plan identifies those persons responsible for implementation of the action components, and this responsibility is shared among staff members.</b></li> </ul>	<ul style="list-style-type: none"> <li>• The timelines established for the action components in the comprehensive district improvement plan are not always realistic or are not always designed to impact student performance.</li> <li>• Limited resources are provided for the activities in the comprehensive district improvement plan, and funding sources are not always integrated.</li> <li>• The comprehensive district improvement plan identifies the role group responsible for implementation of the action components, but the responsibility is not shared among staff members.</li> </ul>	<ul style="list-style-type: none"> <li>• The timelines for the action plan in the comprehensive district improvement plan have not been established or are unrealistic.</li> <li>• Resources are not identified for the activities in the comprehensive district improvement plan.</li> <li>• The comprehensive district improvement plan does not identify those responsible for implementation of the action components.</li> </ul>

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<b>9.5c</b> <b>The means for evaluating the effectiveness of the improvement plan are established.</b>  <u><b>Examples of Supporting Evidence:</b></u> <ul style="list-style-type: none"> <li>• Comprehensive district improvement plan</li> <li>• Comprehensive school improvement plans</li> <li>• Implementation and impact checks</li> <li>• District improvement planning team meeting agenda and minutes</li> <li>• Local board of education meeting agenda and minutes</li> <li>• Staff member, local board of education member and district improvement planning team member interviews</li> <li>• Scholastic audit/review reports</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b> <ul style="list-style-type: none"> <li>• District leadership provides appropriate and timely academic press and support to ensure effective implementation of the activities of the comprehensive district improvement plan.</li> <li>• The local board of education evaluates the adopted policy and modifies the policy as necessary. Implementation of procedures is monitored to ensure that school councils publicly report to and discuss with the board the progress of the schools toward attaining the goals of their comprehensive improvement plans.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>District leadership systematically conducts implementation and impact checks to monitor the effectiveness of the activities of the comprehensive district improvement plan over time.</b></li> <li>• <b>As part of the district implementation and impact check process, the local board of education adopts policy and district leadership implements procedures requiring school councils to publicly report to and discuss with the board the progress of the schools toward attaining the goals of their comprehensive improvement plans.</b></li> </ul>	<ul style="list-style-type: none"> <li>• District leadership conducts implementation and impact checks to monitor the effectiveness of the activities of the comprehensive district improvement plan, but the process is not systematic.</li> <li>• The local board of education adopts policy requiring school councils to publicly report to the board on the progress of the schools toward attaining the goals of their comprehensive improvement plans, but the policy is not consistently implemented.</li> </ul>	<ul style="list-style-type: none"> <li>• District leadership does not conduct implementation and impact checks.</li> <li>• The local board of education does not require school councils to publicly report to the board on progress of the schools toward attaining the goals of their comprehensive improvement plans.</li> </ul>



Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<b>9.5d</b> <b>The improvement plan is aligned with the school’s profile, beliefs, mission, desired results for student learning and analysis of instructional and organizational effectiveness.</b>  <u><b>Examples of Supporting Evidence:</b></u> <ul style="list-style-type: none"> <li>• Comprehensive district improvement plan</li> <li>• Comprehensive school improvement plans</li> <li>• District staff member, school staff member, district improvement planning team member and school improvement planning team member interviews</li> <li>• Perception surveys</li> <li>• District profile</li> <li>• School profiles</li> <li>• District mission and belief statements</li> <li>• School mission and belief statements</li> <li>• Local board of education meeting agenda and minutes</li> <li>• District improvement planning team meeting agenda and minutes</li> <li>• Scholastic audit/review reports</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b> <ul style="list-style-type: none"> <li>• The action components in the comprehensive district improvement plan are aligned with the mission and beliefs of the district and the schools.</li> <li>• The action components anticipate the needs of the district’s population as life-long learners and enhance the instructional and organizational effectiveness of the district and schools.</li> <li>• District leadership provides appropriate training to school improvement planning teams on plan development, builds planning capacity and sustains effective school improvement planning.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The action components of the comprehensive district improvement plan are aligned with identified school needs.</b></li> <li>• <b>The action components of the comprehensive district improvement plan support the desired results for student learning and for instructional and organizational effectiveness as reflected in the district’s belief system.</b></li> <li>• <b>District leadership collaborates with school improvement planning teams during plan development and provides technical assistance as necessary to assist the schools in that task.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Some action components of the comprehensive district improvement plan are aligned with the district’s mission and beliefs.</li> <li>• Some action components of the comprehensive district improvement plan support the desired results for student learning and for instructional and organizational effectiveness.</li> <li>• District leadership may interact with school improvement planning teams during plan development, but does not always provide necessary technical assistance to assist the schools in that task.</li> </ul>	<ul style="list-style-type: none"> <li>• The action components of the comprehensive district improvement plan are not aligned with the district’s mission and beliefs.</li> <li>• The action components of the comprehensive district improvement plan do not support the desired results for student learning or for instructional and organizational effectiveness.</li> <li>• District leadership neither interacts with nor provides technical assistance to school improvement planning teams during development of comprehensive school improvement plans.</li> </ul>

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	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<b>9.6a</b> <b>The plan is implemented as developed.</b>  <u><b>Examples of Supporting Evidence:</b></u> <ul style="list-style-type: none"> <li>• Comprehensive district improvement plan</li> <li>• Comprehensive school improvement plans</li> <li>• Implementation and impact checks</li> <li>• District staff member, school staff member, district improvement planning team member, school improvement planning team member and other stakeholder interviews</li> <li>• Local board of education meeting agenda and minutes</li> <li>• District improvement planning team meeting agenda and minutes</li> <li>• Scholastic audit/review reports</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b> <ul style="list-style-type: none"> <li>• District leadership models a collaborative approach to the implementation of the comprehensive district and school improvement plans.</li> <li>• Stakeholders know the goals of the comprehensive district improvement plan and are involved in implementing the plan as developed.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>District leadership provides ongoing direction, support and resources for effective implementation of the comprehensive district and school improvement plans.</b></li> <li>• <b>All district staff members know the goals of the comprehensive district improvement plan and implement the plan as developed.</b></li> </ul>	<ul style="list-style-type: none"> <li>• District leadership provides limited direction and support for the implementation of the comprehensive district and school improvement plans.</li> <li>• Most district staff members are aware of the comprehensive district improvement plan, but not all are involved in implementation of the plan as developed.</li> </ul>	<ul style="list-style-type: none"> <li>• District leadership does not provide direction and support for the implementation of the comprehensive district and school improvement plans.</li> <li>• District staff members do not have sufficient awareness of the comprehensive district improvement plan to be involved in its implementation.</li> </ul>

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<b>9.6b</b> <b>The school evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.</b>  <u><b>Examples of Supporting Evidence:</b></u> <ul style="list-style-type: none"> <li>• Comprehensive district improvement plan</li> <li>• Comprehensive school improvement plans</li> <li>• Implementation and impact checks and summaries of data collected</li> <li>• District staff member, school staff member, district improvement planning team member, school improvement planning team member, local board of education member and school council member interviews</li> <li>• Local board of education meeting agenda and minutes</li> <li>• District improvement planning team meeting agenda and minutes</li> <li>• Kentucky Performance Report</li> <li>• Scholastic audit/review reports</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b> <ul style="list-style-type: none"> <li>• District leadership validates the analysis of data against educational research and compares levels of student performance to those in similar and high-performing districts.</li> <li>• The local board of education evaluates the adopted policy and modifies the policy as necessary. Implementation of procedures is monitored to ensure that a format and schedule is established for checking implementation and impact of the comprehensive improvement plans of the schools.</li> <li>• District leadership ensures that implementation strategies are relevant, appropriate, drawn from research and customized for school and district context, resulting in a high level of staff support and commitment.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>District leadership collects and analyzes data in the areas targeted by the comprehensive district improvement plan, and compares levels of student performance at regular intervals to evaluate the degree to which the goals of the plan are achieved.</b></li> <li>• <b>The local board of education adopts policy and district leadership implements procedures establishing a format and schedule for checking implementation and impact of the comprehensive improvement plans of the schools.</b></li> <li>• <b>District leadership monitors the implementation and impact of the comprehensive improvement plans of the schools and provides feedback to school leadership on findings and suggested modifications.</b></li> </ul>	<ul style="list-style-type: none"> <li>• District leadership may collect and analyze data in the areas targeted by the comprehensive district improvement plan, but does not always compare levels of student performance at regular intervals to evaluate the degree to which the goals of the plan are achieved.</li> <li>• The local board of education adopts policy, but district leadership does not fully implement procedures establishing a format and schedule for checking implementation and impact of the comprehensive improvement plans of the schools.</li> <li>• District leadership may monitor the implementation and impact of the comprehensive improvement plans of the schools, but does not always provide feedback to school leadership.</li> </ul>	<ul style="list-style-type: none"> <li>• District leadership does not analyze data in the areas targeted by the comprehensive district improvement plan for the purpose of evaluating the degree to which the goals of the plan are achieved.</li> <li>• The local board of education does not have a policy to establish a format and schedule for checking implementation and impact of the comprehensive improvement plans of the schools.</li> <li>• District leadership does not monitor the implementation and impact of the comprehensive improvement plans of the schools.</li> </ul>

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	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<b>9.6c</b> <b>The school evaluates the degree to which it achieves the expected impact on classroom practice and student performance specified in the plan.</b>  <u><b>Examples of Supporting Evidence:</b></u> <ul style="list-style-type: none"> <li>• Comprehensive district improvement plan</li> <li>• Comprehensive school improvement plans</li> <li>• Implementation and impact checks and summaries of data collected</li> <li>• District staff member, school staff member, district improvement planning team member, school improvement planning team member and local board of education member interviews</li> <li>• Local school board of education agenda and minutes</li> <li>• District improvement planning team agenda and minutes</li> <li>• Kentucky Performance Report</li> <li>• Software Technology, Incorporated reports</li> <li>• Scholastic audit/review reports</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b> <ul style="list-style-type: none"> <li>• District leadership validates the analysis of data against educational research and compares levels of student performance to those in similar and high-performing districts to assimilate a culture of high performance expectations into the practice of classrooms, schools and the district.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>District leadership collects and analyzes data in the areas targeted by the comprehensive district improvement plan and compares levels of student performance at regular intervals to evaluate the degree to which the expected impact on classroom practice in the schools is achieved.</b></li> </ul>	<ul style="list-style-type: none"> <li>• District leadership may collect and analyze data in the areas targeted by the comprehensive district improvement plan, but does not always compare levels of student performance at regular intervals to evaluate the degree to which the expected impact on classroom practice in the schools is achieved.</li> </ul>	<ul style="list-style-type: none"> <li>• District leadership does not analyze data in the areas targeted by the comprehensive district improvement plan for the purpose of evaluating the degree to which the expected impact on classroom practice in the schools is achieved.</li> </ul>

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	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<b>9.6d</b> <b>There is evidence of attempts to sustain the commitment to continuous improvement.</b>  <u><b>Examples of Supporting Evidence:</b></u> <ul style="list-style-type: none"> <li>• Comprehensive district improvement plan</li> <li>• Comprehensive school improvement plans</li> <li>• Implementation and impact checks</li> <li>• District staff member, school staff member, parent/family member, district school improvement team member, local board of education member and community member interviews</li> <li>• Local board of education meeting agenda and minutes</li> <li>• District improvement planning team meeting agenda and minutes</li> <li>• Samples of communications to staff and stakeholders</li> <li>• Media releases</li> <li>• Identified new objectives for improvement</li> <li>• Perception surveys</li> <li>• Needs assessment data</li> <li>• Scholastic audit/review reports</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b> <ul style="list-style-type: none"> <li>• District leadership ensures that implementation strategies are relevant, appropriate, drawn from research and customized for school and district context, resulting in a high level of staff support and commitment.</li> <li>• Formal recognition and celebration of accomplishments are thoroughly assimilated into the practice of the district and are a vital impetus for district improvement.</li> <li>• District leadership engages representatives of the learning community in long-term planning to identify new or emerging objectives that proactively meet the anticipated future learning needs of the district’s students.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>District leadership implements a systematic and ongoing process to conduct a comprehensive analysis of the schools’ and district’s progress in achieving the goals of the comprehensive school and district improvement plans. Feedback is collected from stakeholders, and modifications to the plans are made as necessary.</b></li> <li>• <b>District leadership regularly provides school improvement reports to the local board of education and to stakeholders. Accomplishments are formally recognized and celebrated.</b></li> <li>• <b>New or emerging objectives for improving student performance are identified, and activities are selected and implemented to address these objectives. District staff assists the schools in identifying and addressing these objectives as needed.</b></li> </ul>	<ul style="list-style-type: none"> <li>• District leadership conducts a review of the progress of the district and/or schools in achieving the goals of the comprehensive school and district improvement plans. Feedback is not always collected from stakeholders or used to make modifications to the plans.</li> <li>• District leadership sometimes provides school improvement reports to the local board of education. Accomplishments may be noted on an informal basis.</li> <li>• New areas for needed improvement may be identified, but objectives are not always specified.</li> </ul>	<ul style="list-style-type: none"> <li>• District leadership makes no effort to sustain the commitment to continuous improvement.</li> <li>• School leadership does not provide school improvement reports to the local board of education.</li> <li>• New or emerging areas for improving student performance are not identified.</li> </ul>

# SCHOLASTIC AUDIT GLOSSARY

**Abundant** – Present in great quantity; more than enough in size, scope, or capacity.

**Academic expectations** – Learning goals that characterize student achievement.

**Accommodate** – Changes made in the way materials are presented or in the way student respond to the materials, as well as changes in setting, timing and scheduling, with the expectation that the student will reach the standard set for all students.

**Achievement gap** – A substantive performance difference on each of the tested areas by grade level of the Commonwealth Accountability Testing System (CATS) between the various groups of students including male and female students, students with and without disabilities, students with and without English proficiency, minority and non-minority students, and students who are eligible for free and reduced lunch and those who are not eligible for free and reduced lunch (KRS 158.649).

**Action research** – Research by a practicing educator about practice in the classroom. This is educator-initiated and is school-based research.

**Action steps** – Activities that are reflected in the Comprehensive School Improvement Plan to address the goals and objectives of the action component.

**Ad hoc groups** – Committees formed to meet a specific purpose or need. They are together long enough to formulate a solution or suggest a strategy.

**Age appropriate** – Suitable in relation to developmental level.

**Anecdotal record** – A written record of a child’s progress based on milestones particular to that child’s social, emotional, physical, aesthetic, and cognitive development. This method is informal and encourages the use of a note pad, sticky notes, a checklist with space for notes, etc. Continuous comments are recorded throughout the day about what a child can do and his/her achievements as opposed to what he/she cannot do.

**Articulate** – Expressing yourself or characterized by clear expressive language; express or state clearly.

**Articulation** – A clear and effective written or oral statement.

**Articulation** (as related to curriculum) – The school/district aligned curriculum must be well communicated to all stakeholders, implemented district/school wide, integrated across disciplines, and connected to real-life situations.

- **Vertical articulation or alignment** indicates that the curriculum is carefully planned and sequenced from beginning learning and skills to more advanced learning and skills. Vertical articulation speaks to what is taught from pre-school through upper grades and is sometimes noted simply as “K-12 Curriculum.”
- **Horizontal articulation or alignment** indicates that the curriculum is carefully planned within grade levels. For example, every primary grade throughout the school/district will teach the same curriculum, and every 6<sup>th</sup> grade social studies class, every 10<sup>th</sup> grade health class, every 12<sup>th</sup> grade physics class, and so on.

**Articulation agreement** – A systematic, seamless student transition process from secondary to postsecondary education that maximizes use of resources and minimizes content duplication.

**Assessment** – Using various methods to obtain information about student learning that can be used to guide a variety of decisions and actions.

- **Formal assessment** – A commercially designed and produced test for elementary, middle, and high school levels that is given on a single occasion.
- **Informal assessment** – A non-standardized measurement that a teacher uses to learn what a student is able to do in a certain area. The teacher interprets the results and uses those results to plan instruction.

**Assistive Technology** – Any item, piece of equipment, or product system, that is used to increase, maintain, or improve functional capabilities of children with disabilities. It also includes any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.

**Authentic assessment** – A broad evaluation procedure that includes a student’s performance or demonstration, and in the context of normal classroom involvement and reflects the actual learning experience (i.e., portfolios, journals, observations, taped readings, videotaping, conferencing, etc.). The products or performances assessed reflect “real world” applications.

**Basal textbook** – A book that offers a foundation for instruction for a course or grade level that provides appropriate progression of information on a subject being studied.

**Baseline data** – Information collected to establish a reference point for comparison to the same data collected at a later time.

**Benchmark** – An example of student work that illustrates the qualities of a specific score on a rubric or scoring guide.

**Best practices** – Current, national consensus recommendations that consistently offer the full benefit of the latest knowledge, technology, research, and procedures impacting teaching and learning.

**Career Portfolio** – A representative sampling of past experiences.

**Categorical funds** – Sources of revenue that are tied to specific guidelines required by the funding source (i.e., Title programs such as Title I, Title II, Title III, Title IV; special education, food services, transportation).

**Classroom writing/Working folder** – A collection of student writing in different stages of development from more various content areas.

**Coaching** – To facilitate and encourage the development of self and others through a respectful, confidential, ethical and masterful interaction towards success.

**Co-curricular activities** – All school-based or school-sponsored activities not part of the regular curriculum but offered for credit. The purpose of co-curricular activities is to enrich and extend the regular curriculum. For example, students learn to work collaboratively with others, to set high standards, and to strive for superior performance while playing team sports or participating in drama and music activities.

**Collaboration** – Direct interaction between at least two co-equal parties voluntarily engaged in shared decision-making as they work toward a common goal (Judy Wood, 1998).

**Common Academic Core** – The course of study recommended for all students.

**Common items** – Items on the assessment taken by all students and on which individual student scores are based.

**Comprehensive district improvement plan** – A comprehensive district improvement plan organized around priority needs that include financial resources, professional development, equity, and technology to improve the academic environment.

**Comprehensive school improvement plan** – A comprehensive school improvement plan organized around priority needs that include financial resources, professional development, equity, and technology to improve the academic environment.

**Computer assisted instruction** – Instruction within a classroom used to enhance the acquisition of knowledge through the use of interactive computer programs that allow students to work at their own pace.

**Cooperative learning** – A teaching strategy that groups students in structured learning groups requiring that they work together to solve problems by using skills and content. The teacher acts as a facilitator of learning.

**Core Content for Assessment** – The content that has been identified as essential for all students to know and will be included on the state assessment.

**Course syllabi** – A summary outline of curriculum.

**Criteria** – A standard on which a judgment or decision may be based.

**Critical attributes** – Those descriptors that define necessary components of the primary program. They are developmentally appropriate educational practices, multi-age/multi-ability classrooms, continuous progress, authentic assessment, qualitative reporting methods, professional teamwork, and positive parent involvement.

**Critical thinking** – Application of thinking skills more complicated than simple recall. Critical thinking involves thinking skillfully about causal explanation, prediction, generalization, reasoning by analogy, conditional reasoning, and the reliability of sources of information and then applying them in evaluative ways.

**Cultural responsiveness** – Teaching that uses the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them; it teaches to and through the strengths of these students.

**Curriculum** – An organized course of study that engages students in learning the standards that have been identified at the national, state and local level.

**Curriculum alignment** – Refers to the process of interpreting learning standards (*Kentucky Program of Studies, Kentucky Core Content for Assessment*), then developing learning objectives that are directly targeted to those standards.

**Curriculum framework** – The listing of outcomes (Learning Goals, Academic Expectations, Core Content for Assessment, and Program of Studies) by grade level that guides the development of the curriculum and the selection in placement of instructional materials. It also includes the performance standards associated with the content standards (Student Performance Descriptors). (National Research Council).

**Curriculum map** – An outline of the implemented curriculum; what is taught and when it is actually taught.

**Curriculum mapping** – “is a process that helps teachers keep track of what has actually been taught throughout the entire year or course. By mapping what is actually taught and when it is taught, teachers produce data that they can use in conjunction with assessment data to make cumulative revisions in instruction.” (Heidi Hayes Jacobs).

**Demonstrators** – Expansions of the *Academic Expectations* that further define what students should be able to do as found in *Transformations*.

**Developmental appropriateness** – This concept of developmental appropriateness has two dimensions:

- **Age appropriateness** – Human development research indicates that there are universal, predictable milestones of growth and change that occur in children during the first nine years of life. These predictable changes occur in all domains of development – physical, emotional, social, cognitive, and aesthetic. Knowledge of typical development of children within the age span served by the program provides a framework from which teachers prepare the learning environment and plan appropriate experiences.
- **Individual appropriateness** – Each child is a unique person with an individual pattern and timing of growth, as well as individual personality, learning style and family background. Both the curriculum and adults’ interactions with children should be responsive to individual differences. Learning in your children is the result of interaction between the child’s thought and experiences with materials, ideas, and people. When these experiences match the child’s developing abilities, while also challenging the child’s interest and understanding, learning will take place.

**Differentiation** – A philosophy that involves giving students multiple options for taking in information, making sense of ideas, and expressing what they learn. It provides different avenues to acquire content, to process or make sense of ideas, and to develop products.



**Discretionary funds** – Sources of revenue whose expenditure is not specified in the guidelines of the allocating source (i.e., Section 7 – or what is left over after Sections 3, 4, 5, and 6 are allocated; some school activity accounts).

**Distributed leadership** – Giving other staff members some of the leader’s current responsibilities; goes beyond simply reshuffling assignments and calls for a fundamental shift in organizational thinking that redefines leadership as the responsibility of everyone in the school. Also shared leadership or distributive leadership.

**District improvement planning team** – See Improvement Planning Team.

**District leadership** – Leadership within the district’s central office (e.g. superintendent, assistant superintendent, local board of education, etc).

**District level articulations** – See Articulation.

**District portfolio** – A purposeful or systematic collection of selected work pertaining to the district developed over time, gathered to demonstrate and evaluate progress and achievement.

**District profile** – See Profile.

**Diverse/diversity** – The inclusion of differences based on race, gender, disability, age, national origin, color, economic status, religion, geographic regions and other characteristics. Achieving diversity requires respect of differences, valuing differences, supporting, encouraging and promoting differences, and affirmation initiatives, such as recruitment, placement, and retention.

**Efficacy** – Ability to produce the necessary or desired results.

**Empowerment** – The process of providing stakeholders with the opportunities to make decisions.

**Equitable** – Having or exhibiting equity; going beyond equal educational opportunity and equal access.

**Equity** – A condition that occurs when a community believes in and provides access, opportunity, and fairness to all learners as demonstrated by the absence of any form of discrimination.

**Essential knowledge** – The fundamental skills required for all students.

**Essential questions** – Important ideas necessary to consider.

**Evaluating/Evaluation** – To determine the significance, worth, or condition and usually by careful appraisal and study.

**Exemplary** – Worthy of imitation; commendable.

**Extracurricular activities** – Clubs, athletic teams, intramurals or other school-based organizations or activities that provide opportunities for students to participate in the school community, where no graduation credit is earned.

**External criteria** – The list of requirements for judging work (i.e. rubric, scoring guide).

**Family literacy initiative** – A national and state movement involving at-risk children and their families with sufficient intensity and duration to make sustained changes in their lives through the educational process.

**Family Resource and Youth Services Centers** – Centers established to provide programs and make referrals to service agencies to assist students and families in need.

**Flexible grouping** – A strategy that allows students to work in differently mixed groups depending on the goal of the learning task at hand.

**Full implementation** – The complete effect of carrying out a program, plan, or initiative.

**Heterogeneous grouping** – The grouping of students in classrooms on the basis of mixed abilities and/or characteristics (i.e., chronological age, reading ability, test scores, etc.).

**High performance** – Schools demonstrating substantial gains.

**Holistic scoring** – A scoring process used to evaluate a student’s overall performance or product. One set of criteria is used to assess the quality or overall effectiveness of student work. The criteria are written to include all the expectations or standards that are targeted.

**Homogeneous grouping** – The grouping of students in classrooms based on the basis of similar abilities and/or characteristics (i.e., chronological age, reading ability, test scores, etc.).

**IEP** – Individual Education Program for children with special needs.

**Implemented curriculum** – The curriculum that is actually carried out in schools or followed by the teachers and school administrators for the students.

**Improvement planning team:**

- **School improvement planning team** – A team of school level staff and stakeholders who are involved in school planning to meet the educational needs of students. Such activities are: data analysis, identify resources for planning and research-based instructional practices, professional development, assessments, etc.
- **District improvement planning team** – A team of district level staff and stakeholders who are involved in district planning to meet the educational needs of students.

**Inclusion** – It is both a philosophy and a practice where all students are considered and treated as members of the school community.

**Inclusion (as it pertains to special education)** – A term that expresses commitment to educate each child, to the maximum extent appropriate, in the school and classroom he/she would otherwise attend. It involves bringing the support services to the child (rather than moving the child to the services) and requires only that the child will benefit from being in the class (rather than having to keep up with the other students).

**Indicator** – Within each of the nine Standards and Indicators for School Improvement, specific sub-sections labeled “indicators” more closely describe various aspects and perspectives of the standard in observable terms.

**Individual graduation plan** – A curricular plan that emphasizes academic and career development for students. A tool which helps students set learning goals based on academic and career interests.

**Individual growth plan** – A professional growth plan developed by the evaluatee with the assistance of the evaluator to be aligned with specific goals and objectives of the school improvement and professional development plan (KRS 156.101).

**Instructional materials** –Any print, non-print, or electronic medium of instruction designed to assist students in achieving academic expectations.

**Instructional practices** – Methodology used by teachers to engage students in the learning process.

**Integrated/Interdisciplinary curriculum** – A curriculum that purposely links disciplines to each other.

**Integration of technology** – Incorporating the use of computers or other technical equipment into the curriculum.

**Interdisciplinary** – Drawing from or characterized by participation of two or more fields of study.

**Kentucky Early Learning Profile (KELP)** – The model assessment instrument designed by the Kentucky Department of Education to correspond with the Primary Program. The KELP instrument is designed to document a student’s real learning, growth, and development during the primary years.

**Kentucky Educational Television (KET)** – A medium that educates and offers Kentuckians a wide range of local arts, cultural, documentary, public affairs productions, adult education programs, college credit telecourses, instructional programs, professional development seminars, and KET distance learning.

**Kentucky’s Learning Goals** – KRS 158.6451 Schools shall develop their student’s ability to:

1. Use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives;
2. Apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, and practical living studies to situations they will encounter throughout their lives;
3. Become self-sufficient individuals of good character exhibiting the qualities of altruism, citizenship, courtesy, honesty, human worth, justice, knowledge, respect, responsibility, and self-discipline;
4. Become responsible members of a family, work group, or community, including demonstrating effectiveness in community service;
5. Think and solve problems in school situations and in a variety of situations they will encounter in life; and
6. Connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.

**Kentucky Performance Report (KPR)** – A report that offers detailed information about school performance (academic and non-academic) on the Kentucky Core Content Tests, Writing Portfolios, Norm-Referenced Tests and other components of the Commonwealth Accountability Testing System (CATS).

**Kentucky Virtual Leadership Network (KVLN)** – The goal of the network is to provide Kentucky superintendents and principals access to quality professional development with a focus on whole systems improvement and creating a high-performance learning environment through technology integration.

**KERA Goals** –

1. Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.
2. Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.
3. Students shall develop their abilities to become self-sufficient individuals.
4. Students shall develop their abilities to become responsible members of a family, work group, or community, including demonstrating effectiveness in community service.
5. Students shall develop their abilities to think and solve problems in school situations and in a variety of situations they will encounter in life.
6. Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter field with what they have previously learned and build on past learning experiences to acquire new information through various media.

**Learning community** – A curriculum design that coordinates two or more courses into a single program of instruction. It is an integrated approach to education in that experiences more closely parallel the way students learn and are more relevant to real world applications.

**Learning environment** – Any setting or location inside or outside the school used to enhance the instruction of students.

**Learning results** – Successful demonstration of learning that occurs at the culminating point of a set of learning experiences.

**Local standards** – Districts may adapt standards that exceed state standards.

**Manipulative** – Concrete or hands-on instructional materials and games used in the classroom to introduce and reinforce skills.

**Mentoring** – Providing support for activities in a learning process by a person who usually has more experience or expertise.

**Mission** – A statement of purpose to define the goals and direction; a guide for decisions and a set of criteria by which to measure the school’s progress toward its defined purposes.

**Modality** – The sensory styles through which people receive and process information.

**Modeling** – A teaching strategy in which the teacher demonstrates to student/s how to do a task, with the expectation that the student will copy the model. Modeling often involves talking about how to work through a task or “thinking aloud.”

**Monitoring** – To watch, keep track of, or check usually for a purpose.

**Multicultural education** – (1) Interdisciplinary, cross-curricular education that prepares students to live, learn, and work together to achieve common goals in a culturally diverse world. It does this by (a) enabling all students to be aware of and affirmed in their own cultural roots; (b) allowing all students to understand and accept cultural diversity; (c) fostering appreciation, respect, and understanding for persons of different cultural backgrounds; and (d) preparing students to live fruitful lives in an increasingly global society with decreasing borders.

**Multi-modal** – Multiple modes of interaction—aural, visual and tactile—offering users the means to provide input using their voice or their hands via a keypad, keyboard, mouse, or stylus. For output, users will be able to listen to spoken prompts and audio, and to view information on graphical displays.

**Non-academic data** – Formally referenced as non-cognitive indicators of a school’s progress (retention rate, dropout rate, attendance and school to work transition) included in the calculation of the school’s Academic Index.

**Nurturing school environment** – An atmosphere/climate created within the school where everyone associated with the educational system is treated in a warm and inviting manner.

**On-demand writing prompts** – Also known as “writing prompt,” “prompt,” “timed writing,” or “directed writing.” Interchangeable terms refer to timed, structured, writing assessments that require extended writing, including essays, letters, compositions, etc.

**Open-response items** – Questions that require students to combine content knowledge and application of process skills in order to communicate an answer.

**Pacing guides** – A planning tool that helps teachers plan the pacing of their instruction so that all tested topics are taught prior to the administration of accountability testing. A pacing guide is the outline of the intended curriculum.

**Partnership** – Involvement of community groups/members, parents and/or family members and students themselves in a variety of community, home and school-based partnership activities.

**Peer collaboration** – Students working together in a group to solve a problem.

**Peer tutoring** – Support in the learning environment provided by same or different aged students.

**Perception survey** – A collection of data from stakeholders (staff, parents, students, community, etc) in how they perceive the school/district in regards to Academic Performance, Learning Environment, and Efficiency.

**Performance assessment** – see Authentic Assessment.

**Performance level descriptions** – Performance standards for student progress across the content areas of Arts and Humanities, Math, Science, Social Studies, Practical Living/Vocational Studies, Reading and Writing, that define what we mean when we say a student has performed at the “novice”, “apprentice”, “proficient”, or “distinguished” level. They clarify for teachers, students and parents how we evaluate student work, and they explain for students what we expect of them.

**Portfolio** – A purposeful or systematic collection of selected work and self- assessments developed over time, gathered to demonstrate and evaluate progress and achievement.

**Process** – A series of actions, changes, or functions bringing about a result.

**Professional development** – Processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve the learning of students. It is an intentional, ongoing and systemic process.

**Proficient** – Work that reflects high level understanding of standards, both content and performance.

- Profile** –
- **School profile** – Schools use a profile to name significant strengths, limitations, opportunities and threats facing the school and is derived from the data contained in the school portfolio.
  - **District profile** – Districts use a profile to name significant strengths, limitations, opportunities and threats facing the district and is derived from the data contained in the district portfolio.

**Program of Studies** – A curriculum framework that incorporates core content for assessment.

**Protocol** – A specific set of communication rules; a detailed plan of a procedure.

**Reflection** – A process that provides a structured opportunity to consider what has taken place and the feelings that have been stimulated through an experience.

**Regularly** – Occurring in a fixed, unvarying, or predictable pattern, with equal amounts of time or space between each one.

**Reliability** – The accuracy and repeatability of a measurement.

**Reliable** – The consistency of assessment results from an instrument over time or over a number of trials.

**Resources** – Sources of supply or support; an available means. Source of information or expertise.

**Reviewing** – The critical evaluation of material.

**Rigor** – the goal of helping students develop the capacity to understand content that is complex, ambiguous, provocative, and personally or emotionally challenging.

**Rigorous** – Demanding strict attention to rules and procedures; allowing no deviation from a standard.

**School based decision making council (SBDM)** – A council is typically composed of two parents, three teachers, and an administrator. Councils adopt policies relating to instructional materials, personnel, curriculum, extracurricular programs, and other aspects of school management. Exceptions are: successful schools that request a wavier, districts that have only one school, district-wide operated schools such as vocational and alternative, and special education schools.

**School culture** – The sum of the values, safety practices, and organizational structures within a school that cause it to function and react in particular ways. Teaching practices, diversity, and the relationships among administrators, teachers, parents, and students contribute to the school environment.

**School improvement efficacy** – The efficient operation of a school yielding positive gains.

**School improvement planning team** – See Improvement Planning Team.

**School leadership** – While primary leadership at the school level is considered to be the principal, school based decision making councils may also be considered (where appropriate) when determining levels of school leadership. Organizational structures within the school may also include, but not be limited to department chairperson(s), team leaders, committee chairperson(s), coordinators of special programs, parent organizations, support centers, the instructional team and the administrative team.

**School profile** – See Profile.

**Scoring guide/rubric** – A set of scoring guidelines to be used in evaluating a student’s work.

**Scrimmage** – Practice tests that schools administer to improve student performance on the *Commonwealth Accountability Testing System*.

**SEEK** – “Support Education Excellence in Kentucky” is the name for the state formula used by the governor and legislature in funding Kentucky’s schools. This school aid formula is generally based on per pupil allocations on Average Daily Attendance (ADA). It is through the SEEK formula that schools and districts receive funding for personnel salaries, instructional materials, and other items necessary to provide schooling at the local level.

**Self-assessment** – An individual’s evaluation of his/her own work.

**Service learning** – A teaching methodology that allows students to learn and apply academic, social and personal skills to improve the community, continue individual growth, and become better citizens.

**Singleton** – A course of which only one section is offered in the master schedule (e.g. AP Calculus, Orchestra).

**Skills** – The acquired abilities to perform a particular task.

**Skills standards documents** – Documents that describe skill standards to be assessed in the certification process. Current curriculum offered in schools should align to these standards.

**Software Technology, Incorporated (STI)** – A records management software for educators. This software offers a complete array of features to maintain and process school records: attendance, scheduling, discipline, grade reporting, textbook management, and more.

**Staff development** – See Professional development. A systematically planned, comprehensive set of on-going professional growth activities carried out over time to achieve specific objectives. The ultimate goal is increased student learning and continuous improvement for all staff as they work together to create a quality environment for all students.

**Staff members** – All full and part-time regular permanent employees of the district.

**Stakeholder** – All persons or group of people (e.g., students, staff members, families, community, partners, etc) associated with the school community that has an interest in the success of the school and its programs.

**Standard(s)** – Content standards: A description of what students need to know and be able to do.  
Performance standards: A description of how well students need to perform on various skills and knowledge to be considered proficient.

**Standards-based curriculum documents** – KERA charged the Kentucky Department of Education to develop guidelines to assist schools/districts in addressing that mandate to achieve reform. The following documents are the products that were created as a result of the mandate:

*Program of Studies*

*Transformations*

*Core Content for Assessment*

*Implementation Manual*

*Student Performance Level Descriptors*

*Learning goals/academic expectations*

**State standards** – This term refers to Kentucky’s Learning Goals and *Academic Expectations*, designed around national standards.

**Strategies** – Plans and methods used by both teachers and students to approach a task.

**Student performance level descriptors** – Descriptors by content area and by grade level that define what students should know and be able to do. They are defined at the “novice”, “apprentice”, “proficient”, or “distinguished” level.

**Student transition planning** – A process that prepares students for key transition points (elementary to middle, middle to high). An example would be the Individual Graduation Plan.

**Student working folders** – An ongoing folder where student work (in-class writing, homework, etc) is organized and maintained.

**Substantive performance difference** – The difference in academic performance on tests among identified groups. The difference between how a group performs compared to what is expected.

**Systematic process** – An organized manner of consistent ideas or principles.

**Systems approach** – Viewing the school as a whole or perceiving the combination of related structures/components of the school and community (i.e., Standards and Indicators for School Improvement, Standards 1-9).

**Technology** – Technology is the application of knowledge and resources to extend and enhance our human capabilities. Technology Education involves students in a broad and comprehensive manner in the human imagination, its engineered devices, tools, and processes, to build knowledge and skills.

**Thematic approach to curriculum** – An approach based on organizers that motivate students to investigate interesting ideas from multiple perspectives. The central theme becomes the catalyst for developing the concepts, generalizations, skills, attitudes, etc. Themes should encourage integration or correlation of various content areas. The rationale is grounded in a philosophy that students learn most efficiently when subjects are perceived as worthy of their time and attention and when they are activity engaged in inquiry. These themes may be broad-based or narrow in scope; may be used for one class, designated classes, or the whole school; and may last for a few weeks up to several months.

**Thematic units** – Units of study built around a particular theme or topic that can be interdisciplinary.

**Title I** – Federal law and dollars for special help for disadvantaged children, from the federal law Improving America’s Schools Act.

**Transformations: Kentucky’s Curriculum Framework, Volume I & II** – This framework provides direction in the development of the local curriculum and should serve as a major basis for staff development and the development of instructional units and performance assessments.

**Transition** – The passage from one stage to another.

**Triangulation** – A process of gathering multiple data sets to focus in on understanding an issue rather than relying upon a single form of evidence. Multiple forms of data provide a more distinct and valid picture of reality.

**Units of study** – Units of study are vehicles for providing multifaceted learning opportunities for students. Using standards (e.g., Kentucky’s *Academic Expectations*), as the basis for a unit focuses the planning team on meaningful and relevant concepts. The unit plan, in turn, enhances the delivery of instruction and assessment.

**Validity** – A measurement’s ability to actually measure what it purports to measure.

**Vision** – A future oriented aspiration for the teaching and learning environment of the school.

**Workbased learning** – Learning that integrates theoretical instruction with structured on-the-job training. It includes work experiences, planned program of job training and work experience, workplace mentoring, instruction in general workplace competencies, and broad instruction in a variety of elements of an industry.

**Writing assessment portfolio** – A selection of a student’s work that represents his/her best efforts including evidence that the student has evaluated the quality of his/her own work and growth as a writer. The student, in conferences with teachers, chooses the entries for this portfolio from the writing folder, which should contain several drafts of the required pieces. Ideally, the writings will grow naturally out of instruction rather than being created solely for the portfolio.



**ACRONYMS**

<b>ACT</b> – American College Test	<b>IGP</b> – Individual growth plan
<b>AR</b> - Accelerated Reader	<b>ISLLC</b> – Interstate School Leaders Licensure Consortium
<b>AP</b> - Advanced Placement	<b>ISS</b> – In-school suspension
<b>AYP</b> – Adequate Yearly Progress	<b>KDE</b> – Kentucky Department of Education
<b>CATS</b> – Commonwealth Accountability Testing System	<b>KELP</b> – Kentucky Early Learning Profile
<b>CDIP</b> – Comprehensive district improvement plan	<b>KERA</b> – Kentucky Education Reform Act of 1990
<b>CSIP</b> – Comprehensive school improvement plan	<b>KETS</b> – Kentucky Educational Technology System
<b>CTBS</b> – Comprehensive Test of Basic Skills	<b>KPR</b> – Kentucky Performance Report
<b>DwoK</b> – Different Ways of Knowing	<b>KTLN</b> – Kentucky TeleLinking Network
<b>EILA</b> – Effective Instructional Leadership Act	<b>LEAD</b> – Local Educator Assignment Data
<b>ESL Class</b> – English as a Second Language Class	<b>NAEP</b> – National Assessment of Educational Progress
<b>ESS</b> – Extended School Services	<b>NCLB</b> – No Child Left Behind
<b>FRYSC</b> – Family Resource/Youth Services Center	<b>PD</b> – Professional development
<b>GED</b> – General Equivalency Diploma	<b>PSAT</b> – Preliminary Scholastic Achievement Test
<b>IB</b> – International Baccalaureate	<b>RFP</b> – Request for Proposal
<b>IDEA</b> – Individuals with Disabilities Act	<b>SAT</b> – Scholastic Achievement Test
<b>IEP</b> – Individual education plans for children with special needs	<b>SBDM</b> – School based decision making
<b>IGP</b> – Individual graduation plan	<b>SEEK</b> – Support Education Excellence in Kentucky
	<b>STI</b> – Software Technology, Incorporated

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